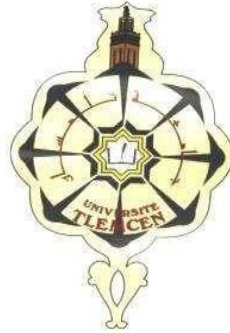


الجمهورية الجزائرية الديمقراطية الشعبية
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The Use of E-portfolio Assessment to Develop EFL Students Essay Writing Performance: The Case of 3rd Year Licence at the University of Sidi Bel Abbas

Thesis submitted to the department of English in candidacy for the degree of Doctorate in Didactics and Assessment in English Language Education.

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Declaration

I, HAIRECHE Nour El Houda, hereby declare that this doctoral dissertation is the result of my own independent research and intellectual effort. It has not been submitted, either in whole or in part, for the award of any academic degree or qualification at this or any other institution. All sources of information and assistance have been duly acknowledged, and this work is free from plagiarism except where appropriate references has been made.

Date: October 29, 2025

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Dedication

I dedicate this humble work to my parents and sisters.

Acknowledgments

This work would not have been accomplished without the support of many individuals. First and foremost, I wish to express my sincere and profound gratitude to my supervisor, Professor Chamseddine LAMRI, for his patience, guidance, intellectual insight, and constant encouragement. His constructive criticism and invaluable assistance have been a source of inspiration and have shaped this work in profound ways.

I owe my deepest gratitude to the members of the jury, Prof. Radia BENYELLES, Dr. Amina Hidaya HEMCHE, Dr. Ghania MEKKAoui, Dr. Aouicha BENABDALLAH, who, despite their obligations and limited time, have kindly accepted to be members of the board of examiners and for their insightful remarks and suggestions, which are greatly appreciated and will undoubtedly contribute to the further refinement of this dissertation.

A special thanks goes to professor Mohamed MELOUK, whose unwavering support, constant presence, and generous assistance have been invaluable throughout this research and my academic journey.

I owe my deepest gratitude to professor Hafida HAMZAoui, whose insightful suggestion of this research topic marked the very beginning of this academic journey. Her sustained encouragement and invaluable mentorship have been instrumental in shaping and bringing this dissertation to completion.

Finally, I extend my sincere gratitude to all the teachers and students at the English Language Department who devoted their time and efforts to take part in the interviews and respond to the questionnaires. Their contribution has been essential to the completion of this study

Abstract

With the increasingly dependent and vital role that technology plays in human productivity and knowledge acquisition, it stands to reason that technology needs to play an important role in the learning outcomes and the evaluation instruction. Though, new assessment paradigms and methodologies are still needed, which can capture a wider range of skills and attributes that are not easily assessed in traditional methods, particularly in the writing module. Therefore, the current research, which took place at the English Department at Sidi Bel Abbas University, aims at identifying teachers' and students' attitudes and perspectives on using the electronic portfolio as an alternative tool for formative assessment. Using a mixed-method design that combined a case study along with an experimental design, the work examined the attitude and willingness of teachers and students to introduce such a change in the EFL classroom. E-portfolio was opted for as an e-assessment tool upon which the researcher designed, implemented, administered, and assessed the tests of the experimental group. The latter, which consisted of twenty-four (24) third-year EFL students, was compared with a control group of the same number to assess the effect of the method in developing the writing skill through a post-test. Then, a post-experiment questionnaire was administered to find out students' feedback from their experience using it. The results show the necessity to apply alternative forms of assessment. For instance, teachers believe that the e-portfolio makes students more active, responsible, motivated, and interested in writing, emphasizing the fact that it is often relegated to the role of a supplementary learning tool rather than integrated into summative frameworks, and is typically adopted only under favourable circumstances. In contrast, students show a more positive attitude and higher levels of engagement, taking control over their writing skills development. They perceive e-portfolio not only as a tool for learning and reflection but also as a process-based assessment method that ultimately supports holistic and self-assessment practices. Overall, the outcome indicates that teachers should place greater emphasize on formative assessment and perform continuous evaluation throughout the academic year in order to place learners and assignments at the center of educational instruction.

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List of Abbreviations and Acronyms

- **AI** : Artificial Intelligence
- **CALL** : Computer Assisted Language Learning
- **COVID- 19** : Corona Virus Disease 19
- **CWE** : Comprehension and Written Expression
- **E** : Electronic
- **EFL** : English as Foreign Language
- **ESL** : English as a Second Language
- **FA** : Formative Assessment
- **FCA** : Formmative Continious Assessment
- **FL** : Foreign Language
- **HOTS**: Higher Order Thinking Skills
- **Hyp** : Hypothesis
- **ICT** : Information and Communication Technology
- **IT** : Information Technology
- **L1** : First-year Licence Students
- **L2** : Second-year Licence Students
- **L3** : Third-year Licence Students
- **LMD** : Licence Master Doctorat
- **M** : Mean Score
- **N** : the Number of all Scores

- **N°** : Number
- **P** : Participant
- **PDF** : Portable Document Format
- **SA** : Summative Assessment
- **T. test** : Students Test
- **TD** : Travaux Dirigés (tutorials)
- **TEFL** : Teaching English as Foreign Language
- **TL** : Target Language
- **X** : Mean Score
- **ZX** : The Sum of all Scores



GENERAL INTRODUCTION

GENERAL INTRODUCTION

Learning, both in theory and in practice, has undergone profound transformation over the past decade, simultaneously compelling and enabling institutions to investigate new approaches of delivering their educational programmes. The emphasis has shifted away from the conventional teacher-centric model of discipline-specific classroom activities toward a learner-centered paradigm that promotes accessibility, adaptability, flexibility, personalization, and individual, social, and collaborative learning. Information and communication technologies (ICTs) are transforming our understanding of learning theories, techniques, activities, and outcomes. Therefore, the positive integration of technology significantly influences student achievement and academic performance, since education is among the sectors most affected by modern technologies is that of education, it is becoming an imperative driver due to its diverse applications and services into the sphere of higher education. ICTs are transforming and redefining traditional educational premises, particularly in the field of language learning and teaching, which represents a fertile ground for ICT-based applications. This inevitably helps instructors to create a meaningful and engaging learning environment, where students can construct their own understanding of language. Additionally, it promotes higher-order thinking, problem-solving skills, and prepares learners for lifelong learning.

Recently, the development of writing skills at the university level has drawn the attention of numerous researchers with different focuses, from different perspectives, and in various fields of study, such as assessing writing, error treatment, instructor feedback, and teachers' and students' attitudes towards writing essays. Writing has been recognized as an essential area within applied linguistics -one that has sustained academic inquiry for more than half a century. Its multifarious, versatile nature continues to elude sufficient description and clarification, and various types of research have been called for to clarify clear both how writing works and how it should be taught and evaluated. Moreover, the capacity to write well academically at the tertiary level is a plausible expectation of university students, chiefly, to meet the expectations of advanced literacy associated with university level, students have to ensure and demonstrate high standards and adequate final written production. Nevertheless, growing concern persists regarding the quality and standards of students' academic writing, as well as the prevalence of writing difficulties among them.

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Especially that academic writing is a complex skill that is not easily mastered since it unifies language, content and context. In view of the writing disability and incapability of learners to adapt to new ways of knowing, understanding, interpreting as well as organizing, the challenges of academic writing among students can be related to the fact that the linguistic structures used at university level are technically different and more complex than those used at lower levels of the education. Therefore, students still show weak performance in dealing with academic writing conventions mainly when composing extended essays. In this respect, various research studies have been undertaken to clarify not only how writing functions but, more critically, how it should be effectively instructed and assessed.

At the level of English Department at Sidi Bel Abbes university, third-year students often find themselves confronted with new and unfamiliar learning and teaching contexts, besides, teachers agreed that there are different reasons that impede students from producing a piece of writing as good as expected to be, though, these hindrances vary, ranging from a lack of motivation and insufficient attention to writing techniques to constraints related to time allocation.

Furthermore, even after enrolling in university, students find themselves in an environment that fails to adequately address their needs and lacks some of the basic requirements needed to support and enable the development of their language skills -particularly writing, which directly influences their academic success. Indeed, measuring the effectiveness of teaching and learning represents an additional challenge, as assessing learners' achievement is an important part of the instructional process. On the one hand, different studies point out the importance of choosing the suitable methods for teaching writing, accompanied by sufficient practice to develop this skill. On the other hand, assessment, an integral aspect of the learning process, has consistently been perceived as demanding, time-consuming, and difficult to implement correctly.

Over the past two decades, assessment for learning (AFL) has been intensively investigated, and its use as a classroom-based evaluation method has proven critical for enhancing the teaching and learning of writing. AFL can help teachers refine their teaching of writing, motivate students to engage more deeply in learning, and increase the overall quality of written texts. It also supports students' continual cognitive and metacognitive development by encouraging them to self-evaluate their writing abilities. As a result, given the increasingly important and critical role that technology plays in human productivity and knowledge

GENERAL INTRODUCTION

acquisition, it stands to reason that technology should play a significant role in instructional evaluation and learning outcomes, as well as drive decision-making that seeks to improve educational effectiveness. Although new evaluation paradigms and procedures are still required, technological advancements have enabled innovative ways of assessing student learning and providing feedback. These innovations allow a range of skills and competencies to be evaluated, including those qualities that are difficult to assess using traditional approaches.

Now a wind of change is blowing, whilst technology is an integral part of achieving satisfactory learning outcomes. Internet and its applications in learning have a strong impact on changing traditional methods of writing assessment. This includes new ways to measure students' abilities and knowledge. Unfortunately, ICT integration in the Department of English is still in its early stages. Notably, the implementation of multiple assessment methods in writing plays a significant role in helping students master this skill. Therefore, it is equally important to make a shift in assessment methods from traditional to alternative ones, aligning with emerging trends in writing assessment.

The integration of telecommunications and computer technologies has opened up a wide range of opportunities through the use of innovative tools and methods. Considering the expansion of active pedagogies that consider the student as the center of the teaching and learning process, their role during the assessment process cannot be overlooked. This implies a change in the teacher's role from a communicator of the student's mark to an open system in which teachers and students are involved in the learning process and develop online assessment skills for their writing abilities. The effective implementation and use of electronic-based assessment, particularly electronic portfolios, in educational institutions confirm their value as an essential teaching, learning, and assessment instrument. The use of e-portfolios for formative assessment in English language teaching has been well supported by literature; yet, it is still underexploited in the context of Algerian universities. Thus, it is not surprising to see that curricula are saturated with tests such as short and long quizzes, formative and summative tests, especially when assessing writing performance. Unfortunately, test-oriented curricula bring negative attitudes towards teaching and learning, as well as affect students' overall achievement.

The overall objective of this research is to investigate first the hindrances that impede university students from producing a piece of writing as good as expected to be. Second,

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it seeks to examine assessment approaches that recognize the complexity of writing and its pedagogy, particularly in the context of pedagogical reform in higher education, with greater emphasis on student-centered and active learning supported by the use of internet to develop their academic writing skills. Third, the study aims to elucidate the advantages offered by e-portfolio-based assessment in terms of students' educational experiences and achievement in academic writing across university settings. Finally, it seeks to enhance students' technological competence as they become more proficient users of software and other tools to support their writing processes.

Specifically, educators can integrate e-portfolios into their assessment design to develop personalized learning environments that support individual students' growth. In this context, e-portfolio makes students more active in their learning by engaging them in cognitive processes such as collecting work, selecting evidence, and reflecting on their progress. These skills are inherently expected of any university students as they foster critical thinking, independent learning, and the capacity to make meaningful connections between knowledge, experience, and practice. Accordingly, the use of e-portfolios in this study is guided by the following objectives:

- To enable students to reflect on their academic writing, performance, and/or achievement in both formative and summative assessments.
- To encourage independent learning and support students in planning their personal, educational, and career development.
- To support life-long learning attributes by providing electronic learning records that students can take with them into employment.
- Students can carry their e-portfolio throughout their university journey and use it to record, assess, evaluate, and reflect on their academic writing skills.

Aligning with the research objectives listed above, the current study is guided by the following research questions:

1. What kind of writing failures do third-year EFL university students at Sidi Bel Abbes university commonly encounter?
2. How can assessment practices affect students' essay writing performance?

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3. What are the students' and teachers' perceptions and attitudes towards using e-portfolio as a new method of assessment to develop academic writing skills?
4. What measures can be taken to facilitate e-portfolio standardization as an alternative assessment tool at the English Language Department of Sidi Bel Abbes University?

In regard to the above listed research questions, the researcher put forward a set of hypotheses that might be the possible answers, they are as follows:

1. Students' low achievement in written productions may manifest in diverse forms and result from a multiple range of causes.
2. Employing multiple assessment methods to evaluate students' essay writing can have a significantly positive impact on their learning outcomes and academic development.
3. Teachers' attitudes toward e-portfolio-based assessment may be negative due to limited familiarity with ICT tools in educational settings; in contrast, students are more likely to hold positive attitudes as they are considered digital natives, having grown up surrounded by technology.
4. Designing an effective framework for assessing learners' writing abilities is a crucial step to enhance the reliability and objectivity of teachers' evaluation. This can be achieved through the integration alternative assessment strategies (e.g., peer assessment, self-assessment) and the implementation of the appropriate ICT tools such as e-portfolios.

It is worth pointing out that, in order to investigate the research questions and test the raised hypotheses, the research resorts to a cross-sectional descriptive research design in addition to an experimental design, for which a combination of qualitative and quantitative data collection measures are employed, including questionnaires, interviews, and documentary research. Each of which is employed for a particular purpose; questionnaires, semi-unstructured interviews and documentary research are used to investigate the first and second questions, whereas the experiment is intended to answer the third question and inform the suggestions that result from the fourth question.

The present research unfolds through five different chapters. The first chapter is dedicated to the theoretical part of this work, the review of literature chapter intended to inform the readers

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about all the aspects upon which the current study is premised; this chapter entails four different sections; the first section explores the nature of writing as a fundamental language skill, highlighting major approaches to teaching writing, the conventions governing academic discourse, and the defining features of academic writing. The second section examines the concepts of testing, assessment, and evaluation, with particular attention to methods of assessing the written production. The third section explores the growing role of technology in the field of educational assessment. It examines the concepts of e-learning and e-assessment, outlining how digital tools and online platforms have transformed traditional assessment practices. This section also describes the process of e-assessment, detailing its stages, procedures, and pedagogical implications for evaluating students' written performance. The fourth and final section is devoted to the e-portfolio, presenting its definitions, distinguishing it from the traditional portfolio, and explaining its processes and pedagogical purposes as an alternative tool for assessing writing.

The second chapter focuses on the study's practical aspects. It begins by explaining the writing module's teaching and learning setting, then goes on to explain the study design in depth. This section describes the sample methodology, the target population, the research instruments used, and the processes for administering and analyzing them. The analysis was carried out qualitatively, stressing participants' perspectives and descriptive comments.

The third chapter is deduced to the needs analysis and identification, it presents the findings of the case study, by displaying the finding of the students' and teachers' questionnaire, administrations' interview and students' assignments and examinations. It identifies areas of weaknesses in students essay writing and the needs and lacks at the level of assessment procedure, and finally students' and teachers' attitudes towards shifting to e-assessment, particularly using e-portfolio.

The fourth chapter is dedicated to the experimental procedure and analysis. Throughout this chapter, the researcher classifies and analyses the data that she gathers from each sample population group, then discusses them in depth as she attempts to cross-check the findings and relate them to what has been previously discussed in chapter three in order to properly interpret them and come up with concrete answers. Once all the data is analyzed and discussed, the researcher draws a line between the findings and the previously raised questions in an attempt to answer them. The fifth and last chapter is the implications and recommendations chapter. Preserved to answering the fourth research question, this chapter is an endeavor to present a set

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of informed suggestions and solutions intended to enable the adoption of e-portfolio at the level of English language department and eventually normalize it. This introduction has briefly outlined the study's background, problem statement, aims, research questions, hypotheses, significance, and overall structure of the present dissertation. The following chapter concentrates on the theoretical framework that underpins the present study.

CHAPTER ONE: REVIEW OF LITERATURE

1.1. Introduction

The literature review chapter is organized into four distinct sections, each addressing key aspects under which the present work is built, these sections aim to present the readers with the related theoretical concepts needed to understand the current research and its development. The first section addresses writing as the core of this study. It explores the two main pedagogical approaches to teaching the writing skill. Subsequently, it unveils its different features and characteristics. The second section focuses on a critical overview of the concept of assessment by defining it, differentiating it from testing, highlighting its importance in higher education, and its application in essay writing. The third section focuses on how technology has been merged into assessment by over-viewing e-assessment history, discussing e-assessment rationales, and outlining the main challenges of using computers to assist the assessment process.

Meanwhile, the last and the fourth section attempts to form a clear perception of what constitutes an electronic portfolio, as the researcher demystify this concept by exploring its different definitions. To provide a context for the development of the electronic portfolio application and guidelines for its use in education, a review of the literature on electronic portfolios in comparison to traditional paper-based portfolios has been conducted. Finally, the main pedagogy and instructions for e-portfolio implementation in writing assessment are provided.

1.2. Writing skill

Writing skill has been studied by different scholars trying to define it and explain its nature. Coe et al. (1985) describe writing as a purposeful, structured, and organized activity. Writing is no longer viewed as a simple, linear activity consisting of separate steps occurring in sequence. Writing is now perceived as being a non-linear, complex, dynamic process that is interactive and recursive. Meanwhile, Al Souqi (2001) notes that it involves both generating and logically presenting ideas. Likewise, Abu-Jaleel (2001) talks about the recursive nature of writing in which writers move back and forth between drafting, revising, and replanning during the writing process.

In addition, Conley (1995) points out that writing makes our thoughts and experiences vivid and long lasting and helps us learn things in every subject area. "In many ways, writing is the way we make sense of our world". However, producing coherent, fluent, and lengthy written work is considered the most challenging aspect of language, according to Lindsay (2000). This inherent difficulty has led researchers and educators to dedicate significant effort to understanding the nature of writing and developing effective communicative methods to teach this skill.

1.2.1. Approaches to writing

Over the past decades, the perception of writing has evolved significantly. It is regarded as a means to practice and reinforce specific grammatical structures and lexical patterns, with an emphasis on accuracy and less priority on content development and self-expression. However, researchers argue that EFL (English as a Foreign Language) students should not only address the mechanical aspects of language, instead they have to give more importance to fluency, grammatical and lexical accuracy, as well as language style.

However, different writing teaching approaches have been explored to provide the most effective way to learn this essential skill. Each approach sees writing from a different angle or a different perspective, each approach has a distinctive characteristic; in one case, the focus is on the final output of writing; in another case, the converge is on the writing process itself, i.e., some consider it from a product approach perspective as an actual realization of texts/discourse. Others regard it from a process approach angle involving mental operations or cognitive abilities (such as thinking, planning, and drafting) to produce a written text.

In the same context, Hyland (2003) demonstrates that "a number of theories supporting writing teachers have been developed over a few decades" (p1). According to Hyland (2004), writing has two main aspects. The first approach focuses on language structure and the products of writing, which is called product approach. Instead of focusing on the texts, the second approach concentrates on the processes of preparing and creating texts, which is called process approach. To conduct effective writing lessons, it is essential to clearly analyze and understand these approaches.

1.2.1.1. The product approach

As mentioned earlier, writing can be taught by using different approaches. One of the earliest approaches is the product-based approach, as Tangpermpoon (2008) mentions, students will start from pre-writing to composing to editing. In this approach, the main focus is on raising students' awareness, especially in terms of grammatical structures. Nunan (1999) states that the central concern in this approach is on the final product, which should be a well-organized and error-free texts.

In this approach, modeling is at the center of interest and instruction. Modelling refers to demonstrating to students a clear example of writing; by observing this example or "model" students can grasp its components and structure, enabling them to produce similar compositions. Although, modeling is regarded as a valuable source of feedback when effectively integrated, still, some researchers have pointed out some disadvantages when it is associated with model texts in L2 writing classes. Their main claim is that model texts prevent L2 learners' from being creative, especially when used within the context of the product-based approach. For instance, reading the text, analyzing it, and then starting to write can lead to rigid writing and an over-reliance on imitation. This approach may limit learners' opportunities to develop their own voice, engage in critical thinking, and affect directly their ability to generate original content and adapt to different writing contexts.

Furthermore, the product-based approach encourages the application of a fixed plan structure across different types of writing, regardless of the main topic or context. In contrast, when model texts are thoughtfully integrated into the writing process, they become valuable pedagogical resources tools. Models can assist students developing important aspects of writing, such as style, vocabulary, organization, and structure.

1.2.1.2. The process approach

The process approach to writing has emerged as a significant paradigm within the field of language pedagogy, emphasizing the cognitive and procedural dimensions of text production rather than the mere end product. In this regard, Susser (1994) identifies three different concepts associated with the process of writing:

- 1- The action of writing, composing, or transcribing.

CHAPTER ONE: REVIEW OF LITERATURE

- 2- A pedagogical method, in which the writing process becomes centered in process-oriented writing instruction.
- 3- Theories of writing that underpin this instructional approach.

When writing an essay, students go through a process of discovery of ideas during which they develop and organize them, rather than merely writing them down. This perception goes beyond the more conventional view of writing as an individual skill, and accords with the more social and broader conceptualization of writing as a process. This “process-oriented” approach is different from the “product-oriented” approach that has been so dominant in the teaching of ESL/EFL writing, despite the fact that the trend in teaching ESL/EFL writing has shifted toward a more process approach in the last twenty years.

The process approach to writing is an instructional method for learners to emphasize the process of producing written texts rather than just focusing on the end product. While a completed text remains an essential outcome, the process approach focuses on the sequence of activities that lead to it. By using a process approach, it allows the writer to discover and apply strategies that best align with their individual learning styles. In fact, writing is described by Brown (2001, p. 336) as a “thinking process”, serving as a means of shaping and refining thought; the final written text thus reflects the outcome of the writer’s sustained cognitive involvement throughout the composing process. Similarly, Elbow’s (1973, pp. 14-16) conceptualizes writing as an “organic, developmental process,” asserting that writing is not just a means for conveying information, but of “growing and cooking a message.” Ultimately, the process approach emphasizes the series of steps undertaken by the writer, directing attention to the writer’s mental and procedural activities rather than to surface level features such as organization, spelling, or grammar.

In light of this perspective, numerous scholars have identified distinct stages that constitute the writing process. While the precise number of stages and the terminology employed may vary across theoretical models, the writing process is generally categorized into three main phases: prewriting, writing (or drafting), and rewriting (which includes revising and editing). Others begin with three stages but expand to four (e.g. thinking -planning, writing, and editing) and yet others use five steps (e.g. prewriting, drafting, revising, editing, and evaluating). In essence, the manner in which writers engage with these stages depends largely on their level of proficiency, cognitive strategies, and the complexity of the writing task. Thus, the writing process remains flexible and recursive, adapting to the individual needs and contexts of each

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writer. Darayseh (2003) emphasizes that teaching writing is not only about producing error-free writing with correct grammar, punctuation, and spelling. Instead, the focus must be on encouraging students to compose about topics of their interest and to communicate their ideas effectively to the reader, this consists of a sequence of stages that leads the students to create their final compositions.

A key component of the process approach is to create a student-centered learning environment. A student-centered approach means considering the individual needs of learners (e.g. expectations, goals, learning styles, skills, prior knowledge, etc.). Learners should be able to apply their capabilities through their writing practice with teacher and peer assistance and collaborations. This strategy has fostered some freedom by allowing learners to articulate their thoughts (what they feel) through writing. They are given time and opportunity for reflection / revision along the way and can consult assistance, instructors and other resources at any stage of their writing process.

1.2.1.3. Comparative analysis of product-process approaches

The product and process approaches to teaching writing represent two fundamentally different pedagogical orientations. The product-oriented approach to writing is largely concerned with the forms of written products that students compose. This approach is primarily concerned with “correctness” and the form of the final product. This method emphasizes grammatical accuracy and proper organization, often concentrating on sentence and paragraph-level. Students are typically given templates or frameworks that illustrate specific rhetorical structures, and they are expected to shape their ideas within these constraints. In this approach, both content and form are largely controlled by the teacher. Because the emphasis is placed heavily on linguistic accuracy, considerable attention is paid to error avoidance. However, this method overlooks the fact that writing is a purposeful act intended for a specific audience, and that ideas are often generated and shaped during the writing process itself.

In contrast, the process-oriented approach views writing as a developmental activity that fosters exploration and the construction of meaning. This model involves writing initial drafts, reviewing content and structure for clarity, and then considering whether the message is effectively communicated to the reader. Attention to grammar and the final presentation is generally reserved for the later stages of the process—and sometimes not emphasized until later in the course—allowing students to focus first on meaning and communication. The belief is

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that through the act of composing, the quality of writing naturally improves, i.e., students prioritize conveying the intended meaning over the form, though, the quality of the final product will improve through the process of meaning-making.

In the context of EFL writing, instruction has largely shifted from the traditional product-based approach to process-based approach, teachers support students throughout the drafting stages, offering feedback that fosters continuous improvement. The process approach engages learners in key activities like brainstorming, drafting, revising, and editing. While the product approach tends to emphasize final correctness and overall structure, the process approach encourages the use of cognitive strategies to build and refine writing. This enables students to find their own voice and become more independent in their writing. As Matsuda (2003) notes, through this method, learners are introduced to academic genres such as argumentative or persuasive writing, students receive feedback on their drafts to help them identify their areas of strengths and pinpoint aspects in need for improvement.

To summarize, a balanced approach between process and product approaches must be maintained. Many scholars advocate for a balanced integration of both, combining the structural discipline of the product model with the reflective and exploratory nature of the process approach to achieve more effective writing instruction. Therefore, teachers should guide students through different stages of writing and provide them with a model that helps them meet the rhetorical conventions required for the specific category of writing (Brown, 2000).

1.2.2. Academic writing conventions

In order to write for academic purposes, students must develop academic writing skills which are fundamental for university requirements and scholarly expectations. Adherence to academic conventions enhances the clarity, credibility, and persuasiveness of written text. By following these conventions such as using formal language, maintaining objectivity, and citing sources accurately, writers can present their ideas in a structured and effective manner that aligns with academic discourse norms. Effective writing in turns, ensures that these conventions are applied purposefully through logical organization, coherent arguments, and clear expression, so that the intended message is communicated precisely to the academic audience. In the meantime, Hedge (2005) notes that effective writing involves writing within a certain formalized standard and process. Writing involves a relatively high degree of organization in the presentation of information, ideas, or arguments and utilizing information

in a way that it is clear and unambiguous. Writing is also done with a variety of complex grammatical and sentence structures to develop a style that transcends material and reader expectations. Various authors indicate that the writer must also consider certain conditions to create meaningful, coherent, cohesive, and grammatically correct compositions. As Starkey (2004) states, a good and effective written piece has organization, clarity, coherence, concise language use, and appropriate choice of words. According to Starkey (2004), a good and effective piece of writing is organized, clear, and coherent, with accurate language and effective word choice.

1.2.2.1. Organization and flow of ideas

Clear writing which is easily understood is vital to successful communication, because it enables the readers to follow the writer's argument and identify the main idea without confusion. Even if writers maintain the same focus, the absence of logical sequencing can make their work appear incoherent and incomprehensible. Thus, writers must organize their ideas in logical order so that they can maintain this focus, while also help readers understand the main idea for their writing.

In addition, good organization allows writing to follow a logical progression and ensures the completion of ideas introduced in the writing. White and Arndt (1991) maintain that structuring information involves several organizational processes of grouping ideas together and deciding how to sequence them to communicate the writer's central message effectively.

1.2.2.2. Clarity and conciseness

Clarity refers to the quality of writing in terms of precision and ease of understanding in students' writing, in which sentences are not vague or indirect; however, students' go straightforward to the point to express the meaning, this could be achieved by using specific and concise language and by expressing ideas in the fewest words possible without losing meaning (Strunk & White, 2000). In this respect, students should take into consideration the topic they are writing about and the audience they are addressing to, in other words, tailoring their language and style accordingly. When writing is clear and concise, the message becomes immediately accessible to the reader, who does not need to "read between the lines" to uncover the writer's intended meaning. Clear writing allows readers to follow the argument or analysis without unnecessary effort, which is essential in scholarly communication (Swales & Feak, 2012).

1.2.2.3. Formal language and style

Accuracy is only one element within a broader framework that constitutes a good writing. As Bailey (2011) emphasizes, “Accuracy in language is essential in academic writing in order to express ideas precisely and avoid confusion” (p.16). Thus, students’ adherence to writing conventions reflects their commitment to ensure that their intended message is clearly grasped by the teachers. Hyland (2006) further supports this view noting that academic writing demands “a high degree of linguistic precision and correctness to convey complex ideas effectively” (p.34). In other words, as Winch and Wells (1995) explain: “Neatness and accuracy in writing have an aesthetic value which discloses the extent to which the writer values writing and values the reader.”

1.2.2.4. Unity, coherence, and cohesion

Paragraph unity is the feature of a paragraph in which all sentences are concentrated on a single, clearly defined concept, hence keeping consistency and coherence throughout the text. Unity ensures that the writing is coherent, organized, and easy for the reader to follow. Meanwhile, coherence and cohesion are the most important discourse devices as approved by linguists and literary critics. Coherence in academic writing means that the ideas are connected logically from one sentence or paragraph to the text. Besides, Coherence in writing is established through the logical connections between ideas, allowing readers to understand relationships between actions, people, or objects. As Khalil (2000) asserts, “Coherence, then, tells us how facts are related in models or reality. It is. . . a minimum requirement of textualist.” This highlights that coherence is fundamental to a text making sense and being recognized as a unified piece of communication.

Cohesion is often associated to define the procedures or instruments that reveal the text's underlying structure. These techniques include pronouns, repetitions, ellipsis, and coordination, which connect separate sentences (Wright & Hope, 1996). This perception is well clarified, in terms of nature and function, by Hinkel (2004) as follows:

In general terms, cohesion refers to the connectivity of ideas in discourse and sentences to one another in text, thus creating the flow of information in a unified way.....Although the terms cohesion and coherence are often used together, they do not refer to the same properties of text and discourse.

Cohesion usually refers to the connections between sentences and paragraphs, and coherence can also refer to the organization of discourse with all elements present and fitting together logically” (Hinkel, 2004, p. 279-280)

This highlights that while cohesion deals with the surface-level linguistic connections, coherence is related to the deeper, logical arrangement and overall intelligibility of the entire discourse. Overall, academic writing follows a specific structure both on macro level and micro level. The writer maintains coherence by using a single main idea that supports the overall thesis, and cohesion by using various linguistic devices such as conjunctions, transition words, and linking expressions.

1.2.2.5 Mechanics of writing

Mechanics of writing, grammar rules, and usage are essential in order to communicate successfully the transferring meaning. According to Osmond (2006) effective academic writing depends strongly on the use of fundamental grammar concepts, specific vocabulary, and correct mechanics. Grammar is defined as the structure of the language, the way that individual words are formed, and how those words are then combined to form meaningful sentences. This foundational knowledge is crucial for writers to accurately refine and correct their academic work. Mechanics concern the style and rules of writing related to capitalization, spelling, and the use of numbers and symbols. Usage refers to the conventional use of words within a language community.

In a similar line of thought, Sun (2003) emphasizes that writing mechanics are the responsible factors for the accepted conventions for students’ documents. He further notes that capitalization and punctuation both fall within writing mechanics. According to Nunan (1991), successful writing depends on three components.

- Mastering the mechanics of writing.
- Adhering to the conventions of spelling and punctuation.
- Employing the grammatical system to convey the intended meaning.

These perspectives highlight the essential role of writing mechanics in producing clear and effective written communication. For L2 learners, mastering these elements is particularly crucial, as errors in spelling, punctuation, and grammar can obscure meaning and

comprehension. Hence, a strong foundation in writing mechanics supports the broader goals of academic writing by enhancing clarity, precision, and overall communicative effectiveness. This will be discussed in the following subtitle.

1.2.3. Characteristics of academic writing

Writing continues to be one of the primary means through which students are evaluated at university. Although writing is inherently a complex task to master, it remains particularly challenging in academic context due to its specific conventions. Academic writing differs from journalistic or personal writing in that it generally demands a formal, objective, and impersonal tone. It uses logical reasoning and evidence to make a coherent and well-substantiated argument. Subsequently, it is essential to present ideas in logical order and to lead the reader toward clear and convincing conclusions. However, academic writing can take many forms, like an essay, report, review or article. Different styles adhere to each of these types of academic writing. In academic writing, authors constantly engage with the work of others; as a result, their texts include references to the ideas, theories, and research of previous scholars in the field. Consequently, it is of paramount importance to acknowledge these intellectual contributions through proper referencing and citation. Respecting the structured guidelines for citation not only credits the original authors but also enables readers to trace the origin of ideas and further explore the subject matter. Such engagement is essential, as it demonstrates the writer's awareness of existing knowledge, positions their work within the wider academic discourse, and provides a foundation upon which new insights and arguments can be developed.

Academic writing, as the name implies, is the kind required in institutions of higher education. It is different from other types of writing, such as personal, literary, journalistic, or business writing. Its differences rely on its particular audience, tone, and purpose.

First, in academic writing, the audience is primarily professors or instructors. Second, the tone of writing depends on the style or manner of expression. It is revealed by the word choice and grammatical structures and even the length of the sentences. Finally, the purpose of a piece of writing determines its organizational pattern. Furthermore, academic writing may be defined broadly as any writing completed to fulfill university or college requirements. It refers to a particular style of expression that researchers use to define the intellectual boundaries of their disciplines and their areas of expertise. Within this framework, Yugianingrum (2010)

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highlights four essential characteristics of good academic writing, particularly emphasizing the relationship between the writer, the text, and the scholarly community:

- *Writing should play a significant role in the related community.*
- *The topic should be interesting for the writer, who believes that there is more to discover about it.*
- *The writer must care about the aesthetic quality of the text he/she writes.*
- *The community should help writers in accessing relevant resources and finding support and guidance.* (Yugianingrum, 2010, pp. 40–41)

These insights emphasize that academic writing is a collaborative, purposeful, and reflective practice. It is reinforced by individual effort and professional community. Academic writing must be meaningful, motivated, mindful of structure, and supported by a network of shared knowledge.

After tackling the writing skill and its instruction by emphasizing on the fact that writing is a form of evidence that teachers use to assess students' understanding. Because the current research is interested in this direction, the chapter moves to the assessment procedure. It goes without saying that the interplay between writing and assessment is both complex and dynamic, with each serving to inform, influence, and refine the other in the educational process.

1.3 Testing, assessment and evaluation

An effective, goal-oriented, and continuous improvement of the teaching/ learning processes requires defined aims, engaging educational activities, and sufficient and adequate feedback to make students aware of the areas that need more effort in their performance. Assessment and evaluation are essential elements in the learning process, since they are part of instructional objectives and classroom learning activities.

We find it fundamental to start this section by shedding light on testing as a tool used in both evaluation and assessment. Then, it looks at what constitutes the assessment process, its definitions and evolution. Afterward, attention will be turned to testing the writing production and its different practices. Furthermore, it will look at two different approaches on how assessing

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witting should be conducted. lastly, formative and summative assessment will be discussed in details.

Undeniably, assessment and evaluation are two different concepts, frequently used interchangeably, with a number of differences between them, starting from their focus to their purposes. Yet, testing is another issue that should be considered. A test is referred to as an assessing tool used to measure learners' knowledge, whether it is a written test, observation, oral question, or an assessment. Conversely, evaluation is more comprehensive and carries broader implications as the decisions related to it go beyond the classroom setting. Despite having distinct purposes, assessment, testing, and evaluation are all connected. According to Bachman (1990)), all three ideas have one thing in common: tests are used for both assessment and evaluation, tests are used by both educators and decision-makers to get the necessary data. They are used by decision-makers to determine how well the program performs and by educators to improve their instruction and provide remedial assignments.

Assessment is commonly viewed as a continual endeavor to understand and improve how students learn, with the primary goal of aligning planned learning objectives with actual outcomes. Reliability, validity, accuracy, data interpretation, and result dissemination are all important assessment components to help instructors make decisions as far as education is concerned. In contrast, evaluation follows a more systematic and analytical approach. It focuses on establishing what people are capable of and the most accurate means to assess their abilities.

Notably, in educational research and curriculum, a clear distinction is often made between assessment and evaluation. Assessment is defined as the measurement of learner's level of achievement and growth over a sustained academic experience. Whereas, Wellington defines evaluation as "systematic investigation of worth of an innovation, initiative, policy, or a program. In contrast to assessment, evaluation has a broader scope of measurement focused on the overall assessment of an entire course or educational program rather than the learning outcomes of a particular course. Evaluation measures the effectiveness and impact of a program revision, or instructional approaches.

1.3.1 Testing overview

Educational quality implies developing oriented curricula towards assessment and continuous improvement and innovation, which in turns implies developing testing strategies that promote teaching and learning. In general, testing is used to serve only the purpose of

evaluating students and assigning their grades, in other words, it is a process of evaluating a skill or knowledge to determine whether it meets certain criteria as expected, while Brown (2004) emphasizes testing as a way to measure knowledge in a specific domain, others like Bachman and Palmer (1996) focus on testing as a tool to elicit learner performance by identifying errors and assessing quality and functions correctly.

1.3.2 Testing the written production

To test the writing ability is to define what constitutes of good writing. The measurement of the writing ability is impacted by four factors, namely, the student, the scoring method, the test administration, and the test itself (Mousavi, 2002). While all four factors are equally significant, scoring method—the method selected by the rater to pass judgments about the writing ability has much importance to ensure good level of objectivity and avoid unreliability. Yet, it worth mentioning that apart from scoring and testing the learners' abilities, another essential role could be devoted to indirect factors that influence evaluation.

In similar line of thought, writing which is regarded as a productive skill is the most challenging when it comes to assessment. The assessment of this productive skill is prone, most of the time, to subjectivity and personal judgment. However, when testing the students objectively, the knowledge related to the topic is assessed. Whereas testing subjectively could reflect the ideas and judgements of the teacher or the assessor rather than the learner's actual level in writing. Therefore, establishing clear assessment criteria and using analytic scoring rubrics are essential to ensure fairness and reliability in the evaluation process. This will be discussed in the following;

1.3.2.1 Objective testing

First and foremost, because there is typically just one right answer to the questions, objective assessments are far more precise and, as a result, less prone to students' interpretations of ideas or theories (Huges, 2003; Brown & Abeywickrama, 2010). This form of assessment is often associated with standardized assessment, which is commonly used to describe objective testing. Cloze exams, gap-filling, and multiple-choice items are some of the most popular item types for this assessment technique. Because it may test all levels of student ability, from memory to synthesis, objective assessment is important, especially when it comes to multiple-choice questions, in this case, the item's reliability is neatly perfect where the scorer seems very

often like a machine, The significance of objective assessment lies in its ability to measure student performance across all cognitive levels, from memorization to higher-order thinking. This ensures the assessment is fair and unbiased. Thus, an unbiased point of view is one that is based on verifiable, measurable, and quantifiable knowledge rather than being influenced by subjective feelings, thoughts, or views. In similar line, the psychometric approach- emphasizing the concepts of validity and reliability- emerged as a response to the traditional testing practices of an essay which was viewed as overly subjective and unreliable.

1.3.2.2 Subjective testing (essay writing)

In assessment, subjectivity denotes the holistic or impressionistic appraisal of students' outputs, such as composing a whole essay to answer a singular extended question. The term subjectivity refers to rater's own judgment or opinion determines the test's score. One of the strategies employed in subjective exams is essay writing. Since this kind of assessment is mostly acknowledged as informal. According to some research, an assessment is deemed subjective if it possesses any of the following traits. When it comes to language evaluation, several of these traits, such score unreliability, provide a significant challenge, particularly when evaluating writing. The quality of the essay response may be evaluated from two perspectives: the content and the linguistic form. For that reason, the scoring procedure employed by the examiner is based on two indispensable tests types: the attainment test and the proficiency test. The former evaluates the extent to which the learner has absorbed the material that has been taught, while the latter is designed to measure a learner's overall knowledge of the language. Above all, the examiner seeks to evaluate two key components: performance and competence.

Accordingly, the examiner's objectives in constructing an essay-type question are twofold. First, to assess the examiner's attainment of instructional goals, specifically evaluating progress towards the objectives of a particular course of study. Second, to evaluate the examiner's specific competencies in each element of the essay, including grammar, mechanics, organization of ideas, and style. Through this approach, subjective testing seeks to provide a comprehensive picture of learners' writing abilities, despite the inherent challenges associated with rater bias.

1.3.3 Assessment overview

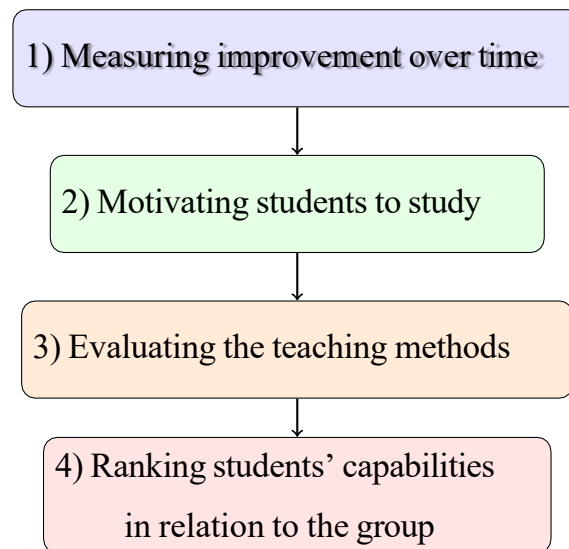
Assessment is not a new concept in education; the present movement dates back more than two decades (Martell Calderon, 2005). Initially, this movement concentrated on standards, outcomes, monitoring results, and making educational institutions accountable for student achievement. Haken (2006) explains that assessment is essential for an educational institution to achieve its learning objectives. It also offers the necessary evidence to get and maintain accreditation.

At the most basic level, assessment is any act of interpreting information about students' performance. Gathered through a wide range of methods and practices, assessment can take many forms, from formal tests to informal observations. Put it differently, assessment is a set of related measures used to evaluate a complex characteristic of individuals or groups, involving the collection and interpretation of information on students' achievement of learning objectives.

Assessment is utilized to determine specific student strengths and shortcomings, enabling educators to offer adapted educational support. Furthermore, a variety of individuals and organizations—such as teachers, universities, state education departments, and collaborative partnerships among them—are involved in the development of assessments.

In this regard, a particular form of assessment which operates at the classroom level is classroom assessment, it represents immediate application directly linked to teaching and learning practices. Classroom assessment is generally developed, carried out, and evaluated by educators, who are optimally situated to utilize the findings to enhance their instructional methodologies. It provides useful feedback on teaching effectiveness and helps students understand their learning progress. According to Brown (1990), classroom assessment has two primary goals: determining the extent of student learning and clarifying teacher expectations. Meanwhile, the evaluation procedure has four main components.

Figure 1.1. Assessment Components (Brown 1990)



As Martel and Calderon (2005) indicate, assessment serves as continuous mechanism of decision-making inherent in teaching and learning process. This change reflects on the rise of different approaches used for writing pedagogy and assessment methodologies.

1.3.4 Assessing the written production

Writing as a productive skill is regarded as one of the most difficult parts of language teaching and evaluation. Teachers frequently argue about the appropriate ways to evaluate student writing. Essays are often evaluated based on particular criteria, including the relevancy of subject, depth of coverage, and language use. (ensuring that the tests measure understanding, analysis, and application, not only spelling and grammar).

The assessment of writing stands at the center of new educational directions, being pursued as a result both of growing dissatisfaction with traditional testing practices and of changing perspectives of the learning process. Writing assessment can be used for a variety of purposes, both inside and outside the classroom: supporting student learning, assigning a grade, placing students in appropriate courses, allowing them to exit a course or sequence of courses, certifying proficiency, and evaluating programs.

In light of these considerations, it becomes of paramount importance to improve consistency across evaluators judgments about writing skills and how to improve the reliability and validity of these judgments in order to avoid bias and ensure rigor. An important move towards achieving objectivity is using scoring rubrics. At the most basic level, a rubric is a tool for

evaluating the quality of student work on a continuum of performances from excellent to poor (Schafer, 2004).

Besides, Numerous researchers and applied linguists propose that scoring methods can be divided into two categories: analytic and holistic. These types of rating scales are commonly employed in EFL programs to assess students' writing proficiency for various objectives. Similarly, these two types differ in their impact, discriminatory power, inter-rater reliability, the degree of bias, and the cost-effectiveness—in terms of time, effort and money.

1.3.4.1 Analytic assessment method

Analytic scoring is considered as an essential method in writing assessment because it focuses on evaluating separate aspects of writing. This approach offers diagnostic feedback by using clear criteria to assess individual features, helping teachers identify students' strengths and weaknesses. Linguists often describe analytic scoring as an effective tool for assessing writing. Weigle (2002) also explains that analytic assessment involves rating multiple elements of writing quality, instead of giving one overall score. This method provides more detailed information.

Additionally, analytic scoring, which involves the separation of the various features of a composition into components for scoring purposes, has also received considerable scholarly attention (Wiseman, 2012, p. 60). An analytic scoring rubric typically includes writing components relating to the test taker's lexical, syntactic, discourse, and rhetorical competence. Raters who employ analytic scoring procedures often judge a written text against a carefully-devised set of criteria important to good writing. Features of good writing are classified into separate categories, and raters must give a score for each category rather collapsing into one single score.

This method is more objective, valid, and unbiased approach to assessing writing. The scorer may set up a grid or rubric that focuses on different writing components like grammar, mechanics, fluency and relevance, ease of communication, and content relatedness to the topic. The analytical approach is especially useful for teachers because it considers the individual parts and pieces of written work, which is especially beneficial when identifying specific parts or components that need improvement for students, and it also clearly shows how grades are earned. On the other hand, the following table displays a range of comments and impressions as far as good writing is concerned, adopted from Moskal (2000).

Table (1.1) offers comprehension guidance on developing and utilizing scoring rubrics,

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particularly for assessing students' writing. While, her article, "Scoring Rubric: What, When and How?", presents an example of structured approach to developing scoring rubric, it serves to illustrate the application of her recommended practices, this is presented in a form a table, as shown below:

Table 1.1: Writing Performance Appreciation Rubric (Adapted from Moskal, 2000)

Conventions	Vocabulary	Sentence structure	Content	Organization
Excellent				
- Accurate spelling - Effective use of punctuation - Correct capitalization	- Accurate words - Variety of words - Original expressions	- Effective sentence structure - Good command of sentence patterns	- Exact response to the topic - Details are precise - Ideas are carefully chosen	-Interesting introduction -Appropriate focus - Well arrangement of paragraphs -Related conclusion
Adequate				
-Correct spelling -Proper use of capital letters - Correct punctuation that helps understanding paragraphs	- Words communicate the main ideas - A variety of words used to fit...	- Good control of sentence structure - Different types of sentences	- Thoughtful ideas - Relevant and specific supporting details	- Clear introduction -Appropriate transition - Adequate conclusion
Acceptable				
-Limited spelling errors - Correct capitalization - A few punctuation errors	-Correct words - Some words do not fit - A few repeated words	- Sentence structure generally controlled - Limited variety of sentences - Some lapses	- Relevant details but general - Appropriate use of ideas	-Vague introduction - Lack of some coherence -Artificial conclusion
Need Improvement				

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Conventions	Vocabulary	Sentence structure	Content	Organization
-Frequent spelling errors -Incorrect and inconsistent capitalization -Confusing punctuation	-Many repeated words -Limited and poor use of words (lack of variety)	- Lack of control of sentence structure - Limited use of language usage	- Irrelevant and vague supporting details - Some ideas are out of context	- Introduction lacks purpose - Lack of coherence - Poor transition - Unrelated conclusion
Fundamentally Deficient				
- Too many spelling errors - Wrong use of capital letters - Absence of punctuation	- Words do not fit -Confusing words - Use of wrong words - Very limited choice of vocabulary	- Very poor language structure - Lack of prerequisites	- So limited that it is not possible to assess - No attempt - Wrong response	- Inappropriate introduction - No transition -Conclusion missing

Maskal's example rubric is developed to demonstrate how educators can create effective scoring tools by following a systematic process. This process involves; defining clear objectives, identifying observable criteria, developing descriptive levels, and ensuring alignments.

1.3.4.2 Holistic assessment method

Holistic scoring is a type of rubric used to assess a student's performance based on an overall judgment rather than breaking the task down into separate components with individual scores. Holistic scoring has become more popular for scoring writing in large-scale assessments because it allows for speed scoring and can develop greater consistency among raters, which can be achieved with practice. As Miles Myers (1980) points out, holistic scoring stems from the premise that the whole is more than the parts. Simply put, what differentiates holistic scoring from analytic scoring is that holistic scoring does not identify individual elements of writing such as organization, creativity, grammar, or sentence structure but as elements that function together as a whole. Holistic scoring judges the writing's overall impression -the synergistic

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effect- based on the work together.

Although holistic scoring emphasizes the “general impression” that the reader receives, the term should not convey that holistic scoring is a quick and easy way to handle writing assignments. Rather, the overall impression built by the reader is in fact informed and supported from their knowledge of the scoring criteria, and from their informed consistency across each paper using those criteria.

The holistic scoring of writing is accomplished by assessing the overall strength of all rhetorical, grammatical, and mechanical features together. Minor errors are often overlooked in well-developed and coherent essays, particularly in timed settings. However, the same errors can significantly impact the score if the essay lacks organization or depth. Similarly, strong mechanics cannot compensate for weak content or poor structure. Ultimately, the final judgment reflects the interplay between form and substance.

In holistic scoring, the concept of rank ordering is important as mentioned above, a holistic rubric consists of a single scale with all criteria to be included in the evaluation being considered together (e.g., clarity, organization, and mechanics). In holistic rubric the rater assigns a single score, usually on a 1 to 6 points scale based on an overall judgment of the students work. In brief, the best performance is assigned the highest point and the worst the lowest point on the scale. A scoring rubric provides descriptors for the different levels of proficiency on the scale. These descriptors are detailed enough to enable sufficiently fine judgments, and rich enough to enable reliable, unbiased and valid discrimination.

Essays must convey a precise meaning and meet some conditions before receiving a score. Table (1.2) presents a holistic guide for assessing extended essays. It outlines the scoring scale used to evaluate overall writing quality, describing the characteristics of essays at different levels of proficiency -from “extremely proficient” to “seriously deficient.”

Table 1.2: Holistic Guide for Extended Essays.

Scores	Holistic scoring scale
6	Extremely Proficient Papers receiving scores of 6 generally have abundant, good details. The papers show style and thought, and often there is a strong sense of the writer. These papers have few errors, as the writers seem in command of sentence structure and mechanics.
5	Proficient The “5” papers are also detailed and developed with some sense of the writer showing through. The writers seem to understand sentence construction although problems with grammar and spelling can begin to arise.
4	Moderately Proficient The “4” papers usually have a thesis developed in some significant way with support, although some papers begin to lose focus, and they are not as detailed as the 5’s and 6’s. Usually there is a sense of sentence construction even though it is not too sophisticated. Sometimes paragraph problems begin to appear.
3	Slightly Deficient The “3” papers provide a clear picture of the subject or a sense of the writer, but they are developed with generalities. Grammatical, spelling, and sentence errors begin to dominate the papers.
2	Deficient The “2” papers either have very limited and weak development and some grammatical/mechanical errors, or they attempt some development and are full of errors.
1	Seriously Deficient The “1” papers are extremely short with virtually no development at all. In few instances, the 1’s may be given for off- topic papers in which the students did not understand the topic at all.

In the end, it is worth mentioning that there is no single assessment method which is universally effective for every purpose, even when clear guidelines and criteria are set. Both scoring approaches can produce inconsistent information. Therefore, the particular context, circumstance, and goal of the evaluation should all be taken into consideration while choosing a technique.

1.3.5 Psychometric assessment paradigm

Writing assessments can take on many appropriate purposes. Some of the purposes would include providing students’ feedback, scoring students’ performance, and determining course placement, or conducting curricular evaluation. Numerous terms are used to describe different types to learner assessment. Although, to make well-informed decisions on the efficacy of instruction and the learning outcomes of students, a variety of assessment methods are used. English classroom instruction uses a range of assessment styles that are suited to particular

learning objectives since assessment serves a number of purposes. The most common ones are summative assessment (SA) and formative assessments (FA).

1.3.5.1 Scoring rubric

According to Irons (2008), Torrance and Pyor (2002), in general, summative assessment refers to the evaluation of student learning at the end of an instructional unit. In other words, Summative assessments are end-of-course evaluations that measure student performance through final scores or grades for the purpose of measurements rather than improvement. Though, summative assessment is often referred to as “assessment of learning”. Consequently, its primary concern is to come with a final decision student have reached as a result of instruction. Noticeably, those decisions provide no opportunity for students to improve or promote their learning growth.

Summative assessment is used primarily to make decisions for grading or determining readiness for progression. Typically, summative assessment occurs at the end of an educational activity and is designed to judge the learner’s overall performance. In addition, Final (or terminal) assessment is the assessment which takes place only at the end of a learning activity (semester, academic year). It is most appropriate when learning can only be assessed as a complete whole rather than as constituent parts. Final assessment is used for summative decision-making. Noticeably, due to its timing, final assessment cannot be used for formative purposes (McAlpine: 2002).

Summative assessment is used to evaluate variety of language skills and qualifications. In particular, since the current research work studies the improvement of writing skill, summative assessment aims to evaluate the successfulness of the writing task at a particular point in time. In addition, its focus is not to improve writing abilities but to provide judgments (grade) at the end of the course about how well students have mastered the writing activity. As Brown and Abeywickrama (2010) argue, summative assessment is primarily concerned with evaluating achievement and making decisions related to certification, progression, or accountability. Similarly, Hughes (2003) emphasizes that summative tests are designed to summarize learners’ performance after instruction has been completed, offering an overall picture of attainment rather than diagnostic feedback. Therefore, in writing assessment, summative evaluation serves as a tool for measuring final performance and achievement rather than for guiding ongoing learning.

1.3.5.2 Constructive feedback

To ensure that evaluation procedures are legitimate, equitable, and suitable for the context and goals for which they are intended, There is no doubt that concerted efforts are directed toward improving the classroom assessment environment and progress is being made. Timely, formative data are essential for continuing such informed improvements in education. Measuring students' knowledge, strengths, and weaknesses is done through formative assessment. It allows educators to remedy deficiencies as well as make curricular adjustments. Responding to students' writing has shown to be a crucial method for effectively customizing writing instruction methods. Formative feedback is used to drive pedagogy, enhance the teaching/learning environment, and update current writing curriculum and/or program plans.

Obviously, Continuous assessment is most appropriate when speaking about formative assessment. Student and/or instructor knowledge of progress or achievement is needed to determine the subsequent progression or sequence of activities (McAlpine: 2002). Continuous assessment provides both students and teachers with the information needed to improve teaching and learning. Formative assessment helps teachers see how learners are progressing and gives feedback on the next steps in learning. This helps to know how to focus lessons to maximize learning, plan for what needs to be done next, and provide for the needs of different individuals and groups. This kind of assessment can take different forms and be based on a range of evidence.

1.4 Technology and online assessment

An expanding body of research indicates that the integration of technology into the curriculum enhances both the learning process and student outcomes. Educators who consider computers to be an instrument for problem-solving have a tendency to change their instructional and assessment practices, i.e., these educators often adopt more student-centered, inquiry-based techniques that prioritize critical thinking, teamwork, and real learning activities rather than relying only on technology for information delivery. Learning becomes more interactive and engaging for students through technological tools. As they assume roles as producers and evaluators, instead of just passive verbal recipients of information.

Technology, when integrated into the curriculum, revolutionizes the learning process. It is therefore difficult to maintain education apart from this change. "Computer Assisted Language

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Learning,” or simply CALL, is a new word used to describe this phenomenon as a result of the entry of new technology into classrooms generally and language classrooms specifically. Similarly, Davies (2010, p. 261). Describes it as “...an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and assessment of material to be learned, usually including a sustainable interactive element” (2010, p. 261).

In fact, their involvement in the evaluation process cannot be understated, particularly given the growth of active pedagogies that place the student at the center of the teaching and learning experience. This suggests that the teacher's function will shift from conveying the student's grade to an open system in which both teachers and students contribute to the construction of learning and develop their competencies in online forms of assessment.

Technology in classroom instruction means more than teaching basic computer skills or the use of software programs in a discrete computer course. Effective technology integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, collaborative participation, frequent interaction and feedback, and authentic connection to real-world contexts and experts. To meet today's demands, a change in students' way of learning is essential.

The advancement of technology and electronic learning (e-learning) has resulted in a high demand for ways and means of assessing students in such a system. In higher education, it fosters ongoing development through the integration of diverse skills in ways that are deeper, more authentic, and multifaceted. Different researchers define electronic assessment (e-assessment) in different ways. At the most basic level, e-assessment is a system of creating, delivering, storing, and recording students' results and feedback using any technological device. Such as laptops, desktop PCs, cellphones, iPads, Android tablets, and other tools that can be used to develop and administer e-assessment activities. E-assessment can be supported by a variety of media forms, including Word documents, portable document formats (like PDF), videos, graphics, simulations, and games. Overall, the integration of digital devices and multimedia tools has significantly transformed traditional assessment practices. These technological developments have paved the way for new modes of teaching and learning, more specifically, enabling more flexible, interactive, and diverse forms of evaluation. Consequently, the growing reliance on technology in education has led to the emergence of e-learning and e-

assessment as central components of contemporary educational practice, which require careful examination in terms of their principles, applications, and implications for assessment quality.

1.4.1 E-learning and e-assessment

The assessment of competences requires an approach where knowledge, abilities, and attitudes are integrated, naturally implying the resource of a variety of assessment strategies. Within this context, we have seen the emergence of what has been called by several authors, e-assessment. Furthermore, e-learning environments have also promoted the use of new e-assessment strategies. Therefore, it is important to reconsider the concept of quality assessment in online contexts, and particularly how to develop it in the present learning landscapes. Primary, learning that is facilitated by electronic technologies; otherwise known as e-Learning, encompasses a number of activities that include the use of networked or web-based digital technologies, most of the time, e-learning may be web-assisted, or classroom learning that is facilitated by the use of online courses, or a exclusively online experience where all instruction and assessment occurs electronically (Buzzetto-More & Guy, 2006).

Bennett (2001) characterizes web-based assessment as interactive, broadband, networked, and standards-based. Fleischman and Lockward (2001) point out some benefits for both learners and teachers. For learners, they benefit from more available practice, self-assessment, and self-regulated learning opportunities. For teachers, web-based assessment provides more immediate feedback, reduces time spent on assessments, and allows increased interaction with students. Morgan and O'Reilly (2001) point out that web-based assessment allows teachers to cover more content topics, increase their motivation, and alter their view of the context of teaching and learning.

Moreover, Dahalan and Hussain (2010) clarify that the concept of Web-based assessment is not simply a modification of assessment components and goes beyond traditional assessment tools, rather, it is a process which has proven to be an effective way of determining learners' weaknesses and also encouraging them. A web-based assessment allows teachers and learners to provide feedback and receive feedback, interact and reflect on the outcomes obtained, and engage with the target content online. E-assessment can take the form of diagnostic testing, pre-testing, post-testing, analyses, tracking student progress, rubric-based evaluations, and enabling and supporting authentic assessment tasks.

1.4.2 Traditional assessment versus e-assessment

Numerous researchers have analyzed the concept of assessment and evaluation from different viewpoints and have identified a significant pedagogical shift in assessment approaches from more traditional forms of assessment to alternative assessment approaches. As awareness grows regarding the significant impact that testing has on curriculum development and teaching, researchers hold positive attitudes toward e-assessment as they allow the implementation of new assessment approaches that differ from traditional ones. They argue that e-assessment is not simply taking a traditional assessment paper and putting it online but rather allows for exciting new methods and approaches for assessing all levels of students' knowledge, skills, and competencies. This valuable form of assessment addresses some of the limitations inherent in traditional assessment models.

Bailey (1998) asserts that traditional assessment tasks are generally indirect and lack an authentic form of assessment. Bailey also mentions that traditional assessment tasks are standardized and have a time restriction and are norm-referenced. In most institutions, traditional assessments are high-stakes tests. Law and Eckes (1995) add to this notion by indicating that traditional assessments are given on a single occasion thus only assessing what learners can do at one point in time. Therefore, traditional assessments do not show any evidence of students learning progression nor indicate the learners' learning difficulties during the assessment test itself. Bailey (1998) states as well that learners receive no feedback from the assessment process, thus limiting formative learning opportunities.

Alternative assessments, however, evaluate higher-order cognitive abilities. Students are given the chance to exhibit their learning. This type of assessment tool focusses on the growth and the performance of the student. That is, if a learner fails to perform a given task at a particular time, s/he still has the opportunity to demonstrate his/her ability at a different time and different situation. Since alternative assessment is developed in different context and over time, the teacher has a chance to measure the strengths and weaknesses of the student in a variety of areas and situations, for instance, authentic assessment tools, such as electronic portfolios or independent projects, and so on, this allows learners to express their knowledge on the material in their own ways using various intelligences over a period of time.

Moreover, e-assessment plays a crucial role in enabling feedback, fostering its discussion, interpreting results or grades, and offering supplementary materials to learners who need

additional support. This student's centric approach not only enhances the learning experience but also improves learning outcomes.

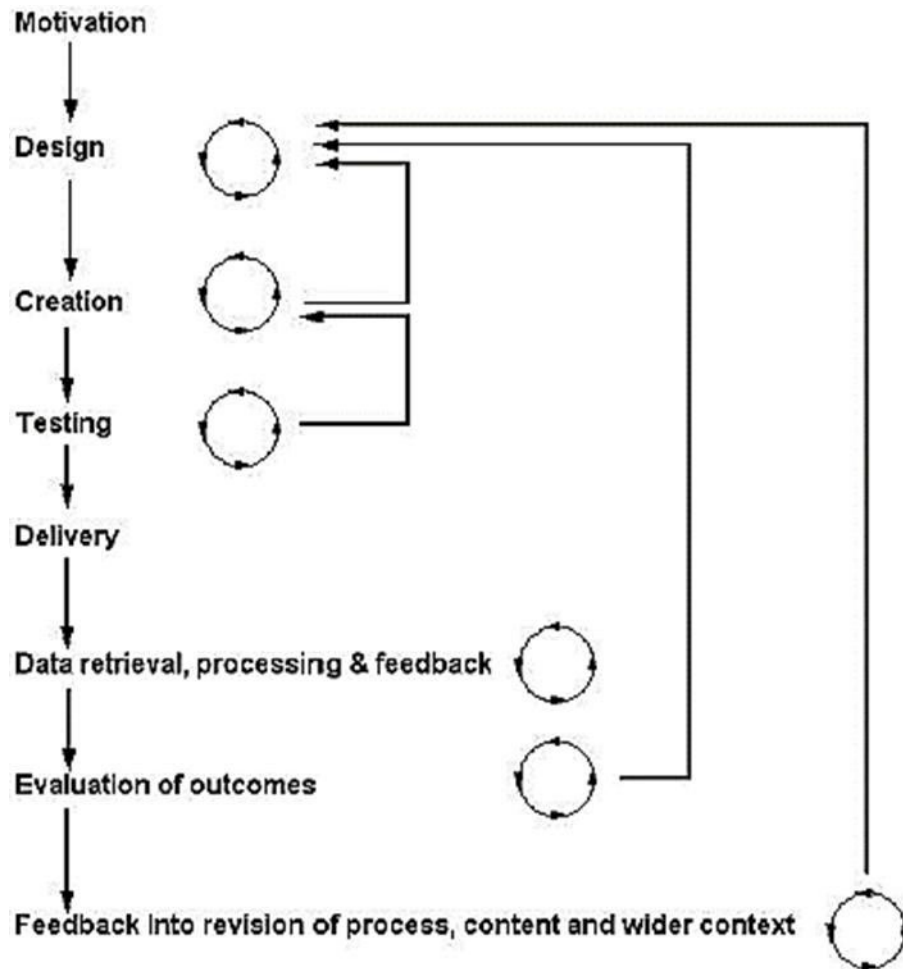
All in all, once shifting to e-assessment, methods of testing are of fundamental importance. There is no particular difference between e-assessment and traditional modes of assessment as far as the major principle of assessing the learning outcomes remains the same. As Rovai (2001, p. 144) states: 'The general assessment principles...do not change in an online environment. What does change is the manner in which these principles are implemented.' To put it in a nutshell, after having discussed concepts that are significant to e-assessment. It can be said that e-assessment encompasses a variety of digital tools that offer multiple ways to evaluate learning, and it can play a significant role in reinforcing and improving student achievement.

1.4.3 The Process of e-assessment

The implementation of e-assessment influences institutional practices and shapes learners' perceptions of the value of engaging in the learning process. Consequently, every aspect of an e-assessment system is related to a specific learning outcome. Different models of e-assessment systems exist, including one proposed by Whitelock, Reutel, and Mackenzie (2006) presented in Figure 1.2. The model depicts e-assessment as a cyclical process, starting with "motivation", which they acknowledge as the most crucial element in determining the effectiveness of the system. They note motivation as a key stage where assessment begins. The cycle then turns to design, followed by the creation phase. Students then engage with the assessment, which leads to the testing and delivery part of the cycle. The cycle concludes with data processing, which in turn informs the provision of feedback designed to support ongoing learning.

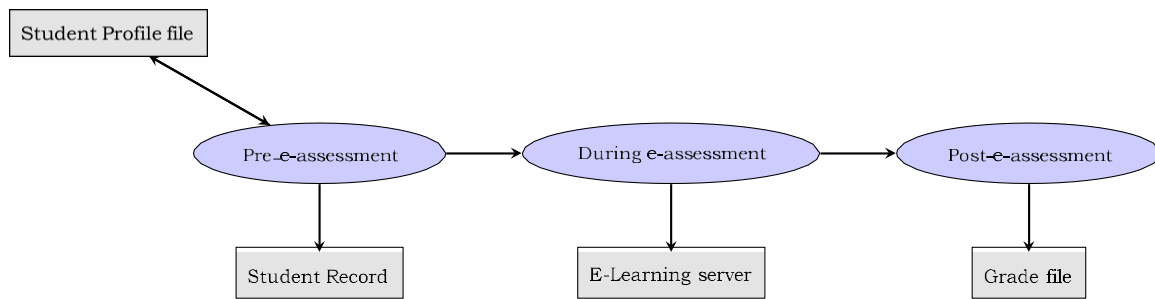
Furthermore, the results are evaluated and the feedback is reviewed. After this last step, the cycle moves back to the design and manufacturing steps. Testing, data collection, or evaluation results depend on feedback used to improve assessment to meet the objectives and achieve the desired outcomes.

Figure 1.2: Cycles of E-assessment (Whitelock, Reudel, & Mackenzie, 2006)



In the following figure 1.3, Khlifi and El-Sabagh, (2017) identify the main processes of the e-assessment system, which include three main processes (pre- e-assessment, during e-assessment, post-e-assessment). The diagram involves the flow of system data among recognized sub-processes related to data storage. The pre-e-assessment encompasses all processes controlled by the instructor and administrator, facilitating the subsequent stages. The during e-assessment depicts the interactions that occur while each student participates in the e-test, highlighting the connection with the e-learning server. Finally, the post-e-assessment stage involves the management and storage of class files. These e-assessment system models illustrate that e-assessments can be developed based on student learning needs and adapted to the institutional context.

Figure 1.3: Main Processes of the E-Assessment System (Khelifi and El-Sabagh, 2017).



1.5 Electronic portfolio overview

Research that directly investigates electronic portfolios (e-portfolio) is still quite new; however, most studies are mostly centered on their use in learning, teaching, and developing assessment practices. Broad observations about both portfolios (traditional and electronic) are primarily based on research in the context of education. Barrett and Knezek (2003) note in this vein, an electronic portfolio should be, by its definition, the electronic counterpart to a traditional paper-based portfolio, using similar principles, in relation to purpose, pedagogy and assessment.

The increasing attention to electronic portfolios indicates the expanding utilization of these tools in educational and professional fields. In other words, expanding usage is driven primarily by recent advancements in web technologies and the benefits that they have brought to education in general and teaching/ learning practices in specific.

1.5.1 The Definition of E-Portfolio

E-portfolios are collections of work deliberately selected by their creators to demonstrate evidence relevant to a particular goal or context. An e-portfolio is characterized by the system through which its contents—such as artifacts and documents—are gathered, stored, and displayed, an electronic portfolio functions as “a digital container” that holds various multimedia elements. These digital portfolios are specifically designed to facilitate a range of educational practices and serve multiple assessment-related objectives. Even though it is called as digital portfolio or digital development file’, generally the term e-portfolio is preferred.

According to Eynon and Gambino (2017), student e-portfolios are collections of digital artifacts created by students and designed to showcase their learning. These collections may include written work, media projects, presentations, and images, all of which provide reflection

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on personal development and academic progress (p.1). The term artifact refers to digital collections of evidence, knowledge, skills, and/or capabilities derived from a variety of sources and activities, encompassing academic and non-academic settings. The digital format has numerous benefits; it is easily accessible and can often be duplicated and stored. It's also possible to include continuous updates, hyperlinked content, or audio and/or video components to enrich the presentation.

The following table represents a comparative summary of how different scholars have defined e-portfolio, it serves as reference synthesis of scholarly perspectives on e-portfolio, highlighting the dual role they can play in both learning and assessment.

Table 1.3: Definitions of e-portfolio.

Definition	Authors	Focus
"E-portfolios are a process of reflecting on the growth of one's knowledge and capabilities over time, with an emphasis on providing structured time and space for learners to consider and document the process of their learning, not just the product."	Light, Chen, and Ittleson (2012)	Learning- oriented
"A virtual space containing a collection of digital products, artefacts, and reflections to demonstrate competencies in a field of knowledge to a teacher, a colleague, a professional, or a community."	L'opez-Fern'andez and Rodr'iguez-Illera (2009)	Assessment-focused
"E-portfolios refer to artefacts in the form of textual and/or multimedia files that are documented in an online system to demonstrate student learning outcomes in academic courses."	Klenowski, Askew, and Carnell (2006)	Assessment-focused
"A portfolio is a purposeful collection of artefacts to demonstrate effort, progress, and achievement. Within an educational setting, a portfolio can be prepared in the context of a course, a program, or an institution. The author of the portfolio can be a student, a faculty member, an administrator, or an organization; and the purpose of the portfolio may be..."	Knott et al. (2005)	Learning- oriented
"E-portfolios are student-owned dynamic digital workspaces wherein students can capture their learning and their ideas, access their collections of work, reflect on their learning, share it, set goals, seek feedback, and showcase their learning achievements."	EUFOLIO Project (2015)	Learning- oriented

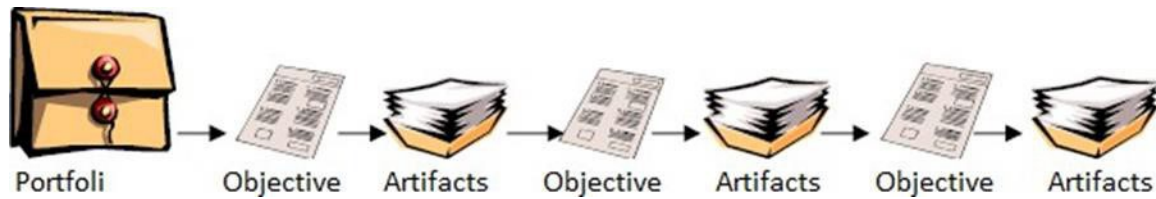
“An online collection of student work that will ultimately be evaluated by an audience of some kind either the student authors themselves, peer readers, teachers, parents, administrators, evaluation experts, or mixed audiences representing more than one of these groups.”	Hawisher and Selfe (1997)	Assessment- focused
“The e-portfolio as a personal, lifelong content management system for collecting, reflecting on, selecting, and presenting learning outcomes and other professional accomplishments.”	Jafari (2004)	Learning- oriented & student- centred

1.5.2 Traditional portfolio vs electronic portfolio

Educational technology is continuously transforming the teaching and learning by presenting many teaching strategies and tools. The infusion of computer-assisted learning systems into schools, colleges, universities, and even in educational systems, more widely, has developed into a world-wide phenomenon that is significantly influenced by the increasing innovation of the internet. A primary mechanism that has contributed to this phenomenon is the increased usage and acceptance of student-centered learning paradigm in the educational system. The shift from traditional portfolios to electronic portfolios (e-portfolios) is one of the most significant recent examples of the evolving use of technology in education. E-portfolio systems provide educators with distinctive and innovative ways to reflect on, revise, and, in some cases, redesign their instructional approaches to improve student learning outcomes.

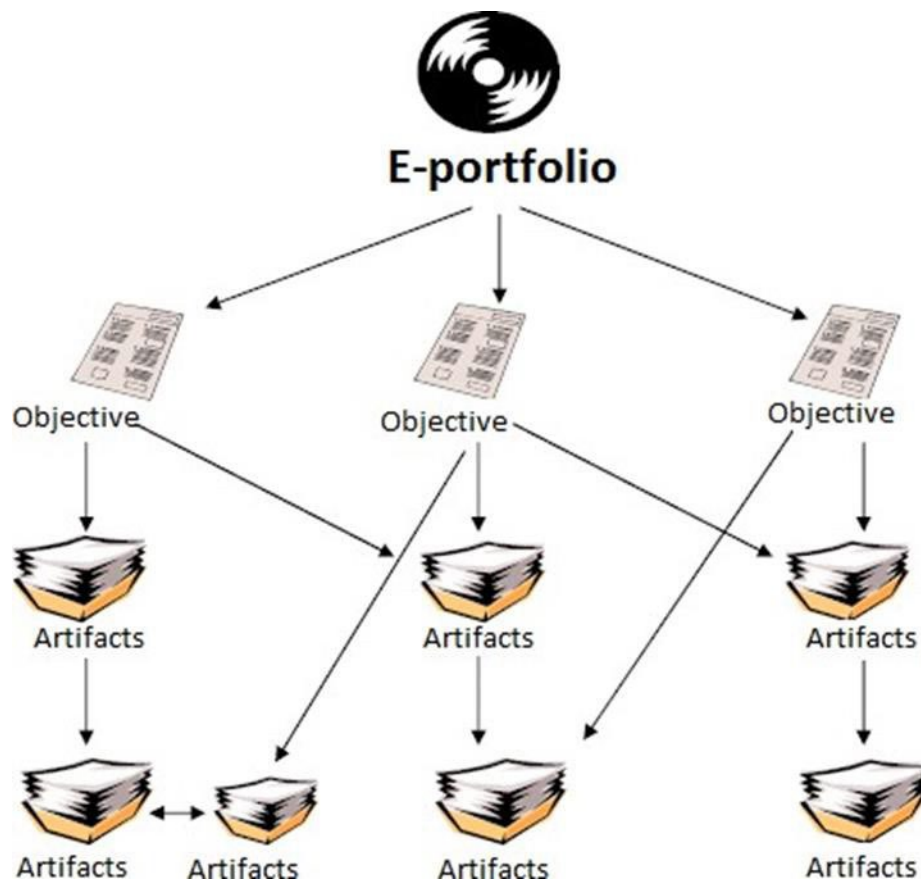
The objective of an e-portfolio system, similar to its conventional counterpart, is for learners to gather, document, and reflect on their progress, self- development, coursework, and assessment outcomes. An e-portfolio system is an online platform that allows its users to store digitally their content and can be accessed via the internet. A linear organization in which the works and the targets list are presented and available in the traditional portfolio. An e-portfolio system is a web-based software system with digital storage capabilities, accessible through the World Wide Web.

Figure 1.4: Linear Structures of Traditional Bag Development File (Heath, 2005).



A linear organization in which the works and the targets list are presented and available in the traditional portfolio.

Figure 1.5: Structure which Can Establish Complex and Multiple Connections of Electronic (Digital) Development File (Heath, 2005).



There is a hierarchical structure that allows multiple and complex relations in using electronic portfolio (Figure 1.5). Arguably both traditional portfolios and e-portfolios share common educational purposes such as storage, showcasing and assessment, while having differing characteristics, with one of the most obvious differences being the digital benefit of e-portfolios when it comes to administering data. Noticeably, two of the most important technology features of an e-portfolio system are the showcasing of achievements and artifacts

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and the ability of the e-portfolio learner to easily modify collected contents to meet differing objectives. These technological features are arguably imperative components of any e-portfolio system as they help the learner document and share personal and professional growth.

As Cayırcı (2007) quoted from Downling (2000) and Chang (2001), similarities and dissimilarities between traditional portfolio and e-portfolio are presented in the Table 1.4.

Table 1.4: The Similarities and differences Between traditional portfolio and E-Portfolio.

Similarities	Differences	
-Using goals -Process operation -Security problems -Learner-centered -Exchanging ideas - Continuously updating - Reflective thinking - Multimedia -Presentation of the studies, reflective learning, reflection and sampling -Ensuring the transition to life- long learning -Emphasizing the successful results	Digital environment	
	portfolio	e-portfolio
	- Storage Problems - Exchanging ideas is easier among people -Cost of Cheap Management -Easily Publishing of Studies	Application -Easy Sharing -Exchanging ideas with broad masses -Focusing on product rather than process - Accessing and updating anywhere -The need of computer and internet infrastructure to use it -Limited access opportunity

According to Table 1.4, traditional portfolios and e-portfolios have shared characteristics in certain areas but differ in others. Regardless of similarities and differences, all e-portfolios serve a common purpose. E-portfolio is a continuous development of information and communication technologies, their ease of acquisition, and the ability to address the needs of future generations as soon as they are born. With such generation who uses technology properly, the inclusion of e-portfolios in education presents minimal difficulty.

1.5.3 The Process of E-portfolio

Generally, developing an e-portfolio for students involves a set of standardized activities, regardless of the e-portfolio's specific purpose, software platform, or type of tool used. This process is commonly described as a "Plan - Do - Review" cycle (Pallister, 2007), aligning with concepts found in Action Learning (McGill & Brockbank, 2004), and with Kolb's Learning Cycle (Kolb, 1984).

Figure 1.6: The E-Portfolio Process as a 'Plan-Do-Review' Cycle (Adapted from Pallister, 2007).

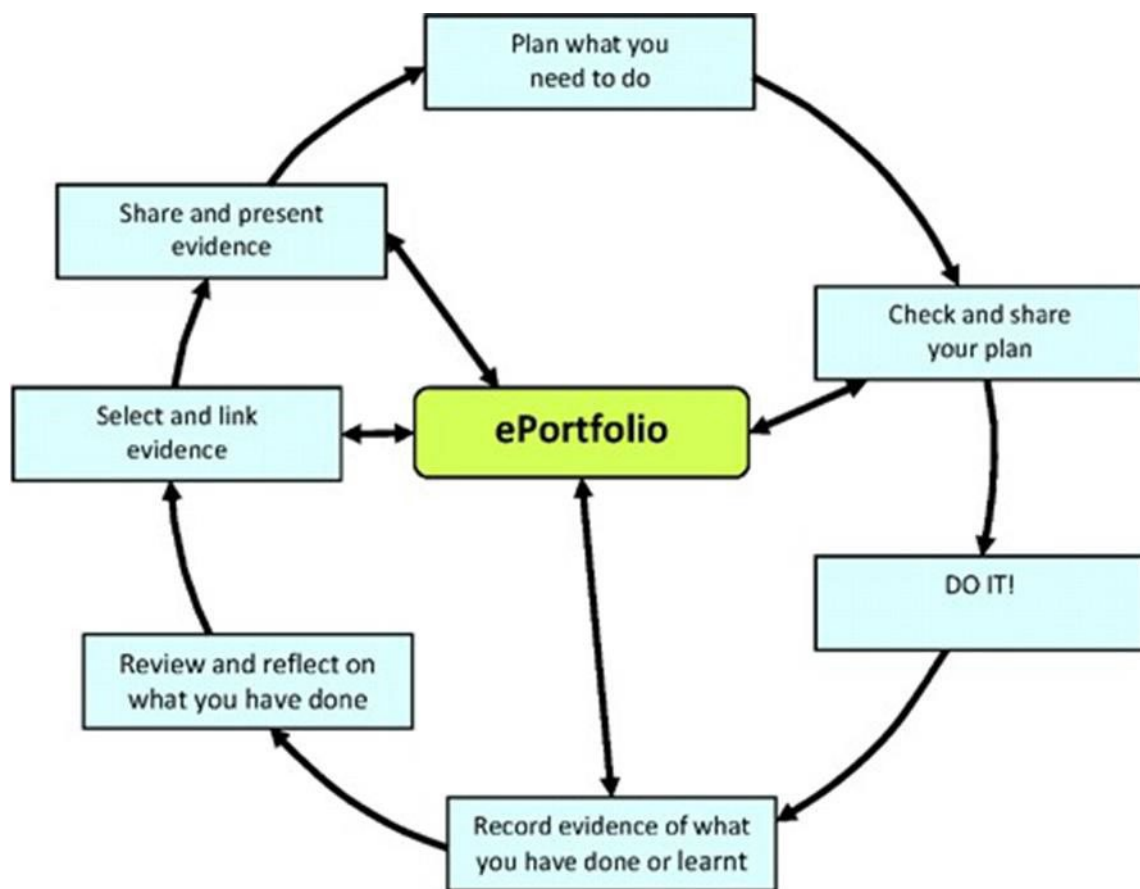


Figure 1.6 illustrates the e-portfolio process as a cyclical model of learning based on the 'plan-do-review' framework, adapted from Pallister (2007). At the center of this process is the e-portfolio, which act as a dynamic tool to support continuous learning, reflection and evidence based-assessment. The cycle begins with learners planning their objectives and determining the next steps, this is followed by verifying the plan, executing the learning activities ('Do it'), and recording the outcomes or the evidence of learning, subsequently, learners engage reflective practice by reviewing their performance, selecting and linking relevant artifacts, and ultimately

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presenting their evidence to others. This model emphasizes the active and reflective nature of e-portfolio use, highlighting its role in fostering self-regulated learning and making learning visible. Since documentation, reflection, and presentation are displayed in continuous loop, the figure underscores how e-portfolio serve both formative and summative functions in learning.

A fundamental approach to the e-portfolio development process encompasses four stages: collection, selection, reflection, and presentation. Ithaca College, a higher educational institution situated in New York State, USA, provides detailed resources to assist both students and faculty on how to engage with e-portfolios within their context.

Ithaca College builds on the original work of Penn State University, which has a long-standing e-portfolio tradition. Ithaca College notably emphasizes the importance of the four-stage approach to e-portfolio development (Ithaca College, 2007). The e-portfolio process is characterized by Penn State University as: “Collect, Select, Reflect, Publish”; an appropriate phrase for a series of steps that comprise the online representation of one’s work and thinking. Each step represents an important phase to construct an e-portfolio.

The first stage, Collect, involves gathering artifacts that indicate academic, professional, or personal growth; course projects, internship work, certifications or awards, and work from extra-curricular activities are all examples of artifacts. Artifacts can take on a variety of forms and formats, but in an e-portfolio, an artifact must be in a Web-ready format, for example, PDF (Portable Document Format), Microsoft Word, etc. This stage thus includes both the acquisition of materials and their preparation or conversion into appropriate digital formats.

The second stage, Select, entails looking at a body of evidence and choosing the parts that best reflect an individual’s abilities and development. Although, the majority of work may reflect some facet of a person’s ideas and progression. This stage is crucial because an effective e-portfolio should avoid overwhelming the viewer with redundant materials, but neither should it under-represent its creator. This step, together with the subsequent Reflect stage, also involves the actual creation of an e-portfolio using the ICT-based Web Profiler.

The most intimate phase in the e-portfolio process is Reflect, which requires learners to engage critically with their experiences and articulate the knowledge they have acquired. An e-portfolio should be more than just a compilation of students’ work and supporting documentation. It should also demonstrate evidence of intellectual, personal, and academic development. It is equally important to demonstrate the insights gained and the progress

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achieved through these activities. Since, an e-portfolio focuses on learning as an ongoing process rather than just accomplishments.

The last stage is Publish. This is how an e-portfolio is uploaded to the Web. However, this is not a purely technical task, a careful consideration must be given to the e-portfolio's intended audience and the potential impact of the evidence presented.

- Collecting items
- Selecting the best items to demonstrate competence
- Reflecting on the selected items in order to demonstrate learning derived from experiences
- Connecting various aspects of life-personal, learning, work, and community

The result of the development of ICTs in education is that the concept e-portfolio has, to some extent, replaced the traditional portfolio. The next sub-title presents the different purposes of e-portfolios and discusses their applications within various educational settings.

1.5.4 The Purposes of electronic-portfolio

In modern educational and professional environments, electronic portfolios, or e-portfolios, have a variety of uses beyond being merely digital stores of work. Their main goals are to support professional growth, learning, and assessment in a dynamic and reflective manner, while having differing characteristics, (with one of the most obvious differences being the digital benefit of e-portfolios when it comes to administering data.) Moreover, the fact that there are multiple purposes for e-portfolios makes the landscape complex. Beyond being just digital stores of work, electronic portfolios have multiple applications, beyond being simply the digital repositories of work. The main purposes of e-portfolios are to offer a dynamic yet reflective space, for purposes of assessment and professional development, and learning.

One of the primary objectives of e-portfolios is to document and display the learning and accomplishments of an individual. Unlike traditional portfolios, e-portfolios allow for a digital format that can accommodate a wide variety of artifacts (text, images, videos, audio files, etc.) and provide a holistic representation of an individual's abilities, knowledge and achievements. Over time, this collection can be edited and developed for various audiences and purposes.

E-portfolios are essentially a tool for encouraging deeper learning and metacognition, going

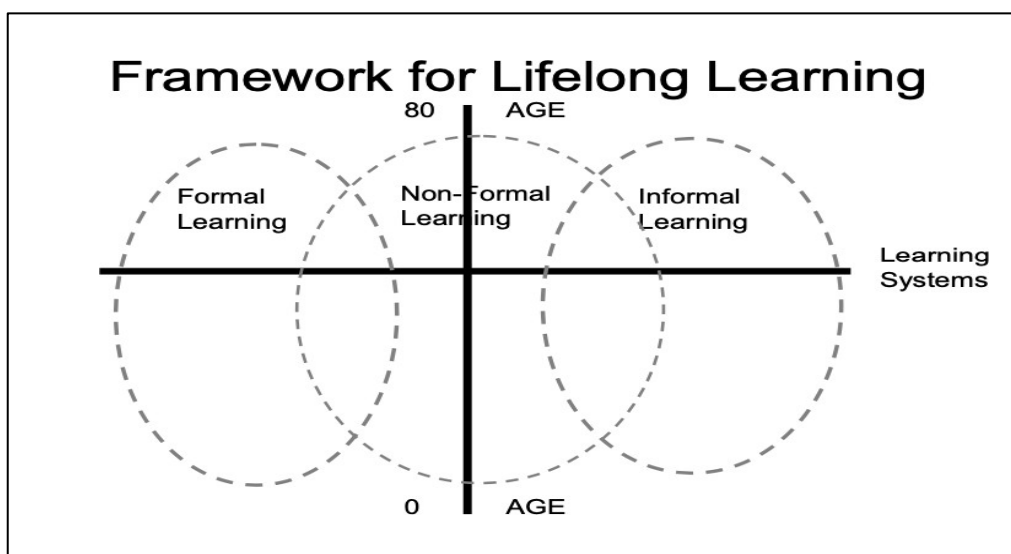
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beyond simple record-keeping, e-portfolios create learning rather than merely recording it by giving students a specific area to critically evaluate their academic work, reflect on their development, and connect concepts across various courses and experiences. This reflective method helps students get a better grasp of their own cognitive processes and growth by making “invisible learning” apparent and frequently forcing them to connect particular evidence to learning goals. For example, Barrot’s (2016) study emphasizes how e-portfolios help students evaluate their education, track their development, and become more motivated.

Additionally, the use of e-portfolios for formative and summative evaluation is increasing. E-portfolios provide teachers with detailed information on students’ continuous growth and learning processes, which is useful for timely, individualized, and constructive feedback. In order to accommodate different learners’ preparedness and backgrounds, e-portfolios align with a pedagogical shift from an emphasis on teacher performance to learner-centered approach that prioritizes student engagement and reflection.

Figure 1.7 highlights the purpose of the e-portfolio as a tool that brings together learning experiences acquired through formal, non-formal, and informal contexts. The e-portfolio is designed to serve as an integrative environment where learners can purposefully collect, organize, and reflect on evidence of learning from diverse learning systems. The e-portfolio supports its core purposes of documentation, reflection, and assessment, while making learning development visible over time. As individuals engage in varied educational and experiential settings, learning becomes meaningful and lifelong practice.

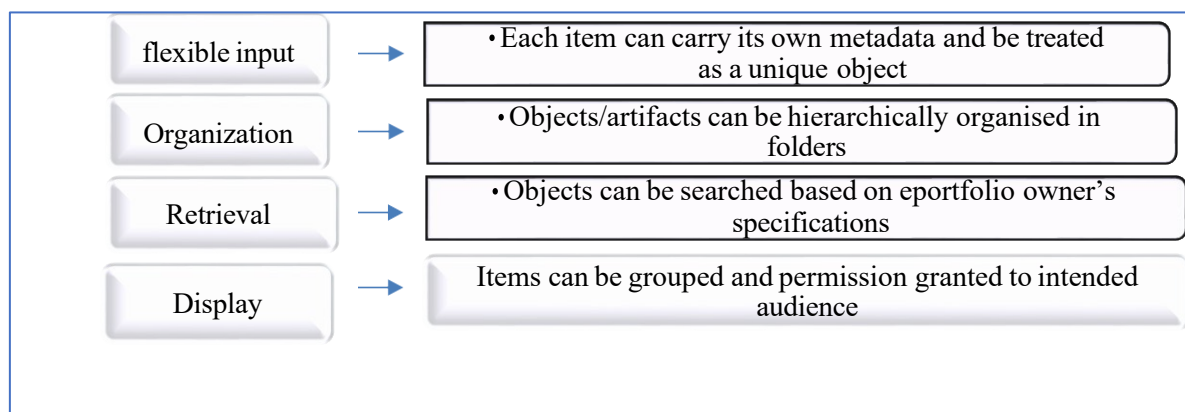
Figure 1.7. Integrative Learning Through Different Learning Systems



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An e-portfolio's contents and artifacts should always serve a specific purpose: to showcase a skill, an attribute, or knowledge gained through experience (Siemens, 2004). Siemens further outlines the characteristics of "an ideal e-portfolio system." he argues, to offer flexible options for inputting, organizing, retrieving, and displaying content and artifacts. This flexibility is crucial to meet the diverse needs of all involved parties, including students, teachers, and academic administrators (see Figure below).

Figure 1.8: Electronic Portfolio's Artifacts.



The e-portfolio instrument must be highly flexible so it can effectively serve the varied needs of all four main stakeholder functions. Stefani, Mason and Pegler (2007) note that it is digital (as opposed to paper-based) that provides much more flexibility, such as rearrangement, editing, and combining items; internal and external hyperlinks to other documents; and making content portable and mobile. They indicate that digital content "can be transported and transferred with ease. . . be accessed and utilized in many locations, both public and private and can be replicated and shared with others" (p. 17). Consequently, these features align real world practices, because it supports learning tasks that are meaningful and contextualized (Barret, 2002).

1.5.5 Use of e-portfolio for authentic learning and assessment

As a component of authentic assessment, the electronic portfolio can appeal to instructors seeking a more comprehensive approach to evaluating students' knowledge and skills. It encourages active student participation in the assessment process while simultaneously fostering the development of reflective thinking skills. Besides other significant methods of measurement, this also includes self-assessment and peer assessment. Since, sharing aims and criteria with peers, the acquisition of experience in self-assessment and feedback, have

beneficial consequences such as self-regulation and independent lifelong learning because e-portfolios make students both assessors and assessed at the same time.

Peer and self-assessment encourage students to take more responsibility for their learning. For instance, these practices prompt students to engage with assessment criteria and reflect on their own performance as well as that of their peers. When using assessment for learning purposes in the classroom, peer and self-assessment, is an effective approach, to enhance students' learning. Explicitly teaching students how to assess their own work, as well as the work of their peers.

1.5.5.1 Self-assessment

The integration of e-portfolio with self-assessment practices has emerged as a powerful means of promoting students' reflective learning, autonomy and skill development. Through e-portfolios, students are engaged in self-evaluation such as critical thinking, problem solving and communication. Moreover, e-portfolio system further supports self-regulation, enabling students to monitor their, progress, set goals and receive timely feedback, thereby enhancing engagement and life-long learning (Cao et al., 2025).

This process also informs and enhances student learning performance. Andrade and Du (2007), situate self-assessment within formative learning. Identifying it as a process that involves thinking critically about one's work and about one's learning to evaluate the quality of that work. Thus, self-assessment requires evaluating how well each work meets specific explicit goals or criteria, discerning each work's strengths and weaknesses, and then revising that work (Andrade & Du, 2007, p. 160).

Self-assessment, with its emphasis on student responsibility and judgments-making, is a necessary skill for lifelong learning (Boud, 1995, p.11). Additionally, the self-assessment process can help "to prepare students not just to solve the problems we already know the answer to, but to solve problems we cannot at the moment even conceive" (Brew, 1995, p. 57). Making judgments about the progress of one's own learning is integral to the learning process. The rationale for student self-assessment can be summarized as the follows:

- Self-monitoring is a natural part of learning: students naturally evaluate their learning and understanding over time.
- Identifying learning gaps: students recognize what they still need to learn in order to

make progress.

- Progress awareness and motivation: being aware of one's progress can boost motivation and encourage continuous learning.
- Self-assessment promotes reflective thinking: students reflect on their learning processes and learning outcomes.
- Self-assessment emphasizes the formative aspects of evaluation.
- Self-assessment meets various learner needs: students differ in readiness to learn, experience, and education.
- Self-assessment connects to current trends in higher education: focus is on students' learning and development rather than solely teacher performance.

However, effective implementation requires more than technology, it demands defined assessment criteria, scaffolding of reflective practices, and alignment of e-portfolio tasks with learning outcomes; otherwise, both students and instructors may experience challenges in motivation, consistency and workload (Yang & wong, 2024). Therefore, the combined use of these two concepts offers rich pedagogical potential, however, achieving the full benefit depends on good design, institutional support, and students' readiness.

1.5.5.2 Peer Assessment

Peer assessment is an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of the learning of peers of similar status (Topping, 1998). In the process of evaluating classmates' performance there are multiple strategies that can be utilized. One potential approach is working collaboratively towards developing feedback for their classmates – negotiating and reconciling their points of view. This can produce two benefits. First, peer feedback will likely to be more similar and aligned with feedback provided by an instructor or teacher. Second, it will foster self-evaluation through an enhanced understanding of what matters most when evaluating their own work.

Similar findings are reported by Barrot (2016), who demonstrates the benefits of using e-portfolios and their capacity to enhance student reflection, monitor progress, and improve motivation. E-portfolios are also associated with enhanced peer feedback quality, learners' contribution towards professional development, and the enhancement of critical-thinking abilities. Specifically, e-portfolio environment which incorporate peer feedback allow learners to compare their own work with others, receive diverse perspectives, and refine their

understanding of assessment criteria (Modise & Vaughan, 2024).

1.6 Conclusion

The first chapter has introduced the writing skill and its key components. It has also highlighted the various instructional approaches that have emerged throughout time, each offering different perspectives on how writing should be taught. These approaches have shifted from an emphasis on language structure to a greater focus on the writing process itself that the learners follow while writing —encompassing elements such as style, context, purpose, and audience.

Afterward, the chapter has turned its attention towards assessment process, particularly, assessing the written production and its different tools and types. The same considerations are given to purpose and pedagogy underling both types of assessment, the discussion starts with assessment in general: its various types; uses; benefits; problems, issues, and tensions that arise related to its use; and the essential elements that need to be present in its design. Next, it shifted to e-assessment by defining it, explaining its emergence, and outlining its tools and processes. After that, it goes into detail about the ways in which online and traditional evaluation differ in terms of their uses and purposes.

Finally, an in-depth discussion of electronic portfolio is presented, including its distinction from traditional portfolios, practices, as well as its practices when used as a learning tool for students. The next chapter outlines how writing module is currently taught and assessed in the English Department at Sidi Bel Abbes University (Algeria), before proceeding to the research design that underpins this study.

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1.3. Introduction

This chapter represents the research methodology adopted in the current thesis and outlines the contextual background of the Algerian education system. First of all, we focus on examining the existing literature concerning the educational system and academic writing within the EFL context, with particular attention to the teaching of the writing module, its syllabus, objectives, and assessment procedure. The researcher also examines the current status of technology integration in Algerian EFL instruction, highlighting the challenges that continue to hinder its effective implementation.

The second part of the chapter details the methodological approaches employed in the present work, namely, the case study and the experimental design. Similarly, the researcher outlines the various categories within the sample population and tackles the research instruments used, including questionnaires, interviews, and written assignments and examinations, justifying the reasons behind choosing them, by presenting the literature that identifies their advantages and disadvantages. Moreover, the second research method, namely the experimental with its different phases, is used to identify the impact of e-portfolio assessment on students' writing performance.

In other words, the research design articulates what data is required, what methods will be used to collect and analyze this data, and how all of this will answer the research questions. Both data and methods, and how these will be configured in the research project, need to be the most effective in producing the answers to the research questions, taking into account practical, theoretical, and other constraints of the study.

1.4. Situational analysis

Teaching English in the Algerian educational context is primary demanding and necessitates the use of all forms of communication. In this regard, Algerian universities are now introducing English instruction to students across various academic discipline. Predominantly, teaching and learning writing skills is an integral part to any language learning experience. Yet, writing is widely recognized as one of the most challenging skills in both second and foreign language contexts. At the higher education level, it becomes crucial for students to develop strong writing skills in order to meet the literacy standards required within the academic sphere.

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As mentioned above, students often find writing in a foreign language (FL) challenging. Whether in one's native language or a foreign language, writing is a complex activity for most individuals. However, there are significant differences between writing in the first language (L1) and in the target language (TL), particularly within the context of teaching and learning.

With the advancement of literacy research, writing in a foreign language has gained considerable attention. The way people in general, and students in particular, learn to write is basically different from how they learn to speak. In fact, while speaking is biologically acquired, writing is culturally transmitted. Without a doubt, for writers to be competent in composing in different genres and for different purposes, learners must develop a sufficient vocabulary base as well as a solid knowledge of syntactic structure.

In the Algerian higher education context, we believe that there is an immediate necessity to enhance students' English writing skills within their specific fields of study, so as to prepare them for the diverse demands of their future academic and professional responsibilities. The present research work was undertaken at the Department of English Language at Sidi Bel Abbes University, Algeria, whose creation dates back to 1988. Since then, it has been subject to numerous changes over time. Initially, in 1994, it was a section of an autonomous Institute of Foreign Languages, which lost its autonomy in 1999 and became a Department of Foreign Languages as part of the Faculty of Arts Humanities and Social Sciences. However, in 2014, that section gained its independence and became a separate Department of English at the Faculty of Letters and Languages.

It is important to mention that after completing their undergraduate degree or bachelor's degree (Licence), students pursue Master's studies in three different specialties (didactics, linguistics, or literature) followed by three to five years of Doctorate studies (advanced research and thesis work under supervision). Throughout their academic journey and as part of their studies, students are required to compose academic essays during six semesters by passing written examinations at the end of each semester (six semesters). A task that highlights the importance of developing effective and discipline-appropriate writing skills.

Likewise, mastery of writing conventions is a requirement for writing assignments since the evaluation in different fields of learning is often based on well-developed writing. Students who have better writing abilities outperform and can get better grades than those who lack writing proficiency. Accordingly, it is essential that the basics of good writing should be taught and practiced from the early stage of learning. At this level, writing is crucial as a

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thinking tool because it serves as a tool of organizing ideas and thoughts. Besides, the transmission of ideas and facts clearly and accurately requires appropriate written language. However, students' persistent difficulties in producing effective written work not only hinder their academic success but also contribute to the ongoing discourse on writing deficiencies in higher education. These challenges often attribute to insufficient EFL instruction at the middle and secondary levels. Moreover, university admission policies frequently allow students with little or no fundamental English language proficiency to enter academic programs. such low admission standards, which allow even students with limited knowledge of English to enter, largely contribute to the problem and further exacerbate the situation.

The Algerian educational system contributes to this problem and worsens the situation. Raising the entry requirements and imposing higher admittance standards and excluding students would minimize access. It would also prevent students from pursuing studies in fields that do not fully meet their needs. Moreover, even at the tertiary level, students often encounter institutional settings that may not support their learning needs; particularly, they may not have the support structure necessary to develop their language skills and abilities effectively. this deficit is especially pertinent to writing, given its direct influence on academic advancement.

Furthermore, students today have no interest to develop their writing abilities, which remain vital to fulfill educational requirements. This may be attributed to technological progress particularly over-reliance on technology, which can decrease students' efforts to learn to write properly. Moreover, teachers have adopted the notion that writing is a means of communication, leading them to concentrate on the subject content and disregard students' improper writing style. Feeling that students are not inclined to write due to their weaknesses; this has been the impetus for the researcher to conduct the current study. Moreover, the reasons for students' writing weaknesses vary, such as weak prerequisites, lack of motivation and relevance, teachers' engagement, excessive dependence on the mother tongue, insufficient writing practice, cultural isolation, and lack of teachers' qualifications.

Therefore, the following subtitle is intended to highlight learners' most prevalent essay writing difficulties, along with some potential sources of these difficulties.

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1.4.1. Problems in EFL writing in the department of English

As mentioned above, writing proves to be a demanding and challenging task, chiefly in the context of English language learning, as it involves several competencies and variety of complex cognitive processes. University students in particular, encounter numerous hindrances throughout their writing experiences. These difficulties often stem from issues such as limited vocabulary and inappropriate word choice, grammatical inaccuracies, challenges in generating and organizing ideas, and weaknesses in overall text structure. Accordingly, learners' writing difficulties are primarily associated with weaknesses in their linguistic competence.

Given the centrality of writing in academic success, the essay emerges as the most common form of assignment (Van Geyte, 2013). More precisely, an essay is a structured piece of writing that presents a cohesive argument, typically centered around a single thesis statement and developed through several supporting sentences in the form of different paragraphs (one for each significant point), starting with the introductory paragraph and ending with a concluding paragraph (Oshima & Hogue, 2006). The primary elements of the essay are (1) an introduction presenting the main statements to the readers' attention, (2) body paragraphs providing the development of a sub-topic of the topic in each paragraph, and (3) a conclusion paragraph summarizes the main points. Essay writing has always been considered an essential task in education. It serves two functions: First, it encourages students to critically organize ideas and thoughts, developing their ability to summarize, analyze, and criticize. Second, it strengthens students' learning, thinking, and reflecting on their understanding of content and analytical skills. It becomes evident that developing proficiency in writing is essential for students' academic achievement and literacy development.

Coherence and cohesion in writing involve a complex interaction between text-based features and the reader's interpretation, both of which contribute to overall clarity and unity. The latter refers to the mechanical and linguistic connections (i.e., the linking of sentences). While the former refers to logical flow of ideas that the reader interacts with the text depending on his/her prior knowledge. (McCarthy, 1991). Coherence is defined as "the organization of discourse with consistency of focus on specific elements presented and fitting together logically." (Richard & Schmidt, 2010) This indicates that a well-structured essay features an introduction, a thesis statement, rhetorical support, and a conclusion. (Oshima & Hogue, 2006)

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Several research studies have underlined students' coherence difficulties while writing in English. For instance, Arabic students' texts revealed that repetition, parallelism, sentence length, and misuse of cohesive devices significantly contribute to a lack of coherence and deviation from the intended text structure. Researchers have come to an agreement that cohesion, on the macro level, it is related to linking ideas and thoughts, whereas on the micro level, is concerned with connecting sentences and phrases. Its overall function is to create unity and continuity, guiding the reader through the logical flow of the discourse. Without sufficient use of cohesive devices, even with grammatically correct sentences, students writing may appear disjointed, and it reduces its overall communicative effectiveness.

However, the students' writing strategies are also among the factors affecting students' writing performance. Furthermore, Winarto (2015) has also revealed that EFL students' writing strategies have direct effect on their writing performance. Different types of writing strategies have been applied in different contexts: (1) direct strategies which include memory, cognitive, and compensation strategies, and (2) indirect strategies which include metacognitive, affective, and social strategies. The successful implementation of these strategies depends on the language learning context in which they are used in. For instance, cognitive strategies help learners develop the skills necessary to generate and structure ideas, while metacognitive strategies involve setting goals, managing time, and evaluating progress. Therefore, understanding and promoting the appropriate use of these strategies can enhance writing proficiency and lead to more coherent and purposeful written texts, especially in the context of EFL learning. Consequently, promoting the appropriate use of these strategies can significantly enhance writing proficiency, leading to more coherent and purposeful written texts, particularly in EFL settings.

1.4.2. Comprehension and written expression instruction at the English department

In the English department, comprehension and written expression courses play a pivotal role in shaping students' writing abilities, meanwhile, these courses are designed to develop both linguistic competence and critical thinking skills. Since writing in a foreign language is a multifaceted skill, it requires sustained time and effort. It is one of the fundamental skills for EFL learners. Its importance relies not only on reflecting students accumulated general English language knowledge but is further reinforced by the fact that all the modules taught at the English department use written examinations for summative assessment purposes, except for

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phonetics and oral expression module. Writing is also needed when students are asked to develop a dissertation or a memoir in their final graduation task. Therefore, the writing failure leads to the educational failure.

The following program was developed by the teachers in alignment with the Ministry of Higher Education and Scientific Research's (M.H.E.S.R) guidelines. The objectives of the module change each year. In the 1st and 2nd years, learners are taught written expression for three hours per week, these sessions are divided between teaching and instructional sessions, i.e., practical sessions where students can put what they learn into practice. In the first year they deal with different types of sentences and their distinct structure, mechanics of writing, and descriptive writing, moving in the second year to paragraph organization, which includes three key elements: the topic sentence, thesis statement, and body paragraphs. Subsequently, students are introduced to different types of essays each with its distinct communicative purposes, including expository, narrative, and argumentative essays, as well as letter writing.

In the third year, the teaching allotted time per week is reduced to one hour and a half, where students are introduced to academic writing and its different conventions, thereby equipping them for the research methodology needed for their Master's thesis, as they will have to write coherent extended essays required for the completion of their Master's thesis.

The following table shows the written expression syllabuses.

Table 2.1: Written Expression Syllabus.

1st Year	2nd Year	3rd Year
- First steps in writing. - Sentence structure. - Simple, compound and complex sentences. - Writing mechanics: capitalization and punctuation. - Introduction to paragraph writing. - Descriptive writing (places, people, etc.). - Narrative writing.	- Introduction to essay structure (introduction, body paragraph, and conclusion). - Process approach (brainstorming, planning, clustering, etc.). - Narrative writing. - Descriptive writing. - Expository writing. - Argumentative writing. - Different types of letters (business, complaint, etc.).	- Essay writing (descriptive and narrative). - Exposition: compare and contrast. - Definition essay. - How to develop an essay. - Argumentative essay. - Writing a CV. - Writing letters (business, formal, informal, etc.). - Project.

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Understanding how students are assessed in these courses is essential for evaluating the effectiveness of the instruction, which leads to the discussion on the assessment of the comprehension and written expression module.

1.4.3. Assessment of comprehension and written expression module

Assessment is critically important in education, serving both institutional and educational purposes. Evaluating learners is integral part in the instructional process since it measures teaching effectiveness and assesses students' achievement. Thereby, assessment plays a pivotal role in the teaching and learning process by monitoring students' progress, identifying areas of strengths and weaknesses, and guiding instructional planning.

Specifically, evaluation plays a crucial role in the Comprehension and Written Expression module; on the one hand, it diagnoses students' strengths and weaknesses, and on the other, it helps select which aspect should be re-taught for remedial purposes (Ouerrad, 2018). Assessment can take a formative approach, through a series of continuous tests, or a summative approach, embodies in final examinations that measure learners' achievement at a specific point in a teaching unit or academic term. Given that the academic year is organized into two semesters, the need to accurately assess the learning outcome has led to the development and implementation of a variety of test formats, designed to capture different aspects of students' comprehension and written expression skills.

Formative assessment: Successful formative assessment (FA) is process of an ongoing cycle that includes setting goals, data gathering, information analyzing, implementing changes, and reflection on the outcomes; this is shown in Figure 2.1. This process is depicted as a continuous cyclical process or, a loop. "Closing the loop" is a popular term in the assessment procedure that has been defined by Martell and Calderon (2005). It signifies that assessment extends beyond data collection or assigning grades, it involves using the findings from assessment to improve learning and modify course-related practices. Without closing the loop, assessment becomes simply a superficial exercise in data collection which will not elicit improvement

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Figure 2.1: The Assessment Process based on Martell & Calderon (2005).



Similarly, when the loop is effectively closed, assessment fulfills its formative purposes by promoting continuous improvement. The assessment procedure depends on the collection of data that serves as a framework to evaluate a program's learning outcomes. As a result, effective data -particularly diagnostic information on learners' current knowledge- determines what students are able to learn and consequently reflects on their writing proficiency.

FA focuses on collecting information on students' understanding of the material at different stages, rather than assessing final competencies; this will allow us to identify the objectives that have yet to be reached and to find out the causes of learners' poor performance (Ouerrad, 2018). In this sense, formative assessment informs both teachers and students about student understanding at a point when timely instructional adjustments can still be made. These changes help monitoring and refining students learning goals within a set time frame. Although formative assessment can be in multiple formats. Continuous assessment includes various methods for evaluating students' performance throughout the semester, such as coursework, homework, practical activities, classroom observation, peer assessment, and self-assessment.

Summative assessment: The scope of summative assessment (SA), by contrast, is considerably more restricted. It is used periodically to conduct conclusion at a particular point of time on students' overall learning. Generally speaking, summative assessments are associated only with traditional written examinations such as multiple-choice tests or essays. SA is generally used to

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help educators make decisions about progression or certification. Examples include, problems standardized tests, end-of-unit or chapter tests, and end-of- term or semester tests.

At the English department of Sidi Bel Abbes University, students' writings are evaluated upon a traditional paper-based examinations. these examinations take place twice per year, each one is held at the end of semester. The University considers a final examination to be a formal assessment conducted within the official examination schedule, designed to measure if the student has attained the course objectives. Although the information gleaned from this type of assessment is important, it can only help evaluate certain aspects of the learning process. Because they are spread out and occur after instruction every few weeks, months, or once a year. Summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs.

1.4.4. Technology devices in Algerian education

Information and Communication Technology (ICT) is one of the virtual tools that is being used worldwide. it provides users with access to diverse types of information and enables fluid communication. This functionality has significantly influenced sectors such as education. For instance, meetings can be conducted via video conferencing, and information can be shared efficiently through email. These digital tools enhance flexibility and help reduce both time and financial costs.

The status of technology in Algeria has witnessed significant challenges at the level of teaching, learning, and assessment instruction. It is worth mentioning that the use of ICT reinforces and enriches the educational journey. In other words, learning facilitated by electronic technologies, otherwise known as e-learning, involves various activities that might or might not use networked or web-based digital tools. Its presence strengthens not only the communication between students, teachers, and other external communities, but also it fosters the capacity of academic research, administrative operations, and student registration process. For instance, ICT supports the development of the educational infrastructure through the creation and presentation of the materials, lectures, the distribution of contents and publications via technological platforms such as the virtual libraries.

While the government has implemented programs to modernize the Algerian education through ICT, this objective remains far from being fully achievable. The reasons vary, starting with the limited provision of computers and internet access across universities, many institutions lack adequate

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infrastructure, such as well-equipped laboratories. The majority of laboratories are defined by restricted computer availability and insufficient or entirely absent internet connectivity. Besides, the lack of trained educators who capable of effectively integrating technology into their teaching and learning practices further hinders the successful implementation of ICT.

A common issue in ICT integration projects is their frequent cancellation, which points that there was a lack of a clear, long-term and sustainable plan. This indicates that unrealistic, uncontextualized, and poorly developed efforts have hindered the effective integration of technology in Algerian education. Therefore, a long-term vision for education is essential as it provides strategic framework for students to better preform in the present and anticipate in the future.

Likewise, when it comes to the proposed projects, they are far from being realistic since they ignore the former attempts and their past mistakes. Such a situation fosters the repetition of previous mistakes, ultimately, resulting in similar unfavorable outcomes. Furthermore, even if those projects progress beyond the planning phase, most of the time, remain in the experimental phase without achieving fully implementation.

Another persistent issue concerns the inconsistent management of the budget designed for ICT integration. Even after the COVID-19 pandemic, many departments still lack essential facilities such as computer laboratories and video-conferencing tools. A situation is with the “Academic Research Project” (ARN), which is set up to increase inter-university connectivity and allow students access to virtual library resource. Unfortunately, it has faced similar issues and has not fulfilled its intended objectives.

Whereas e-learning has never been a part of the educational program in the most of the time, e-assessment remains a relatively new concept. At the most basic level, e-assessment can be used, in which all the assessment procedures from the start to the end of the evaluation should be carried out electronically. This means that the test design, its implementation, responses submission, and feedback provision are all accomplished using ICT. However, many students are inexperienced using ICT, and teachers are unfamiliar with digital tools, as most of them are new in using e-assessment methods. Consequently, teachers require training to develop necessary confident and competence in using the e-assessment effectively. As mentioned earlier, the limited access to computers and internet represents an additional challenge.

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One common feature about all the aforementioned problems is that they are all soluble if preceded by careful planning, related to realistic goals, reinforced by appropriate staff training, and accompanied by continuous supervision.

1.4.4.1. Development of e-portfolio contents

The development of an electronic portfolio (e-portfolio) starts with establishing a clear and well-defined purpose, since it is essential to ensure its effectiveness and alignment with educational goals. Determining the primary objectives of an e-portfolio enables educators to design and establish the appropriate evaluation criteria; determine the content, creation process, and evaluation process. Clarifying these aims also allows educators to identify the technological tools and digital platforms that ultimately support the setting outcomes and ensure a smooth implementation of the e-portfolio system.

Once the objectives are set, students should be actively engaged in gathering artifacts and collecting information of their learning experience. These artifacts may include assignments, projects, presentations, or any other forms of academic work that demonstrates progression and achievement. The power of e-portfolio lies in its ability to provide teachers with the means to track student improvement over time, assess their skills, and identify areas that need further improvement.

Additionally, e-portfolio fosters a learner-centered approach, since it encourages students to engage in a process that makes them in the center of the learning course; through the process of selecting, organizing, and reflecting on their work, students develop greater self-awareness to pinpoint their strengths, weaknesses, accomplishments, and learning needs. Ultimately, e-portfolio supports all forms of assessment practices (SA and FA), therefore, it empowers students to be a part of their own success and contributes to a more holistic understanding of their own academic progress over time. Moreover, integrating feedback and revision is an important step, since e-portfolio allow the integration of teachers and peer feedback, students can revise their work accordingly and hence support formative assessment and specifically “close the assessment loop.”

Finally, the e-portfolio is generally presented for FA and SA as well, therefore, clear rubric are used to evaluate both the quality of artifacts and the depth of reflection, because e-portfolio supports continuous learning, practice, and assessment for learning, particularly in EFL writing contexts where process-based approach is paramount.

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1.4.4.2. Challenges in implementing e-portfolio

E-portfolios are valuable tools in learning and assessment procedures. The digitized form facilitates the documentation of the owner's learning and understanding and better represents the owner's personality and achievements (Doig, Illsley, Irvine & Barlow, 1998). However, e-portfolios are more than mere collections of personal work and artifacts; they encourage reflection, feedback, and exchanging ideas (Doig et al., 2006)

The integration of e-portfolio possesses the capacity to transform the structure of higher education by promoting reflective learning, enhancing assessment practices, and strengthening student autonomy. Yet, successful implementation needs strong support from the administration and stakeholders. Critical decisions must be made before introducing an e-portfolio initiative, including the selection of digital tools and platforms; which assignments will become part of the student e-portfolios, and the determination of who will make these decisions at the departmental institutional level. The establishment of a clear and detailed guidelines to both students and teachers, particularly regarding the assessment criteria items that will be used to evaluate the e-portfolios content. Implementing an e-portfolio system also requires sufficient access to technology, an adequate technological infrastructure including access to internet and appropriate hardware and software, in addition to continual user support and training. Institutions must ensure that both staff and students have reliable access to computers, software, and stable internet connectivity. Furthermore, e-portfolio sustainability depends on ongoing technical support, regular updates to digital systems, and administrative policies that encourage long-term use rather than short-term experimentation, and thus fully integration in the curriculum.

The implementation of e-portfolio system needs a lot of time and effort from teachers and students. The former, who are responsible of reviewing and assessing the content of the e-portfolios. They must also realize that e-portfolios can be very beneficial for them by providing a tool to manage, review, reflect, and comment on student work. Meanwhile, the latter have the right to decide which items to place in their e-portfolios, which later on will be assessed. Chappell and Schermerhorn 1999 suggested five rules for implementing e-portfolios (EP):

1. EP must be mandatory in order to overcome resistance from students and faculty.
2. Students must be required to use the EP system even if they have weak computer skills.

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3. Students should be able to choose their own materials to include in their EP as long as the minimum content requirements are met.
4. Assignments should have due dates, and instructors must give students timely feedback.
5. Some faculty and students must work with the EP system to provide others with examples of the system's capability.

The integration of institutional e-portfolios in educational practices is a recent trend. According to Matt Villano 2006 there are three types of e-portfolios: developmental, reflective, and representational e-portfolios. “A developmental e-portfolio comprises a record of assignments over time such as essays or projects, a reflective e-portfolio includes personal reflection on the content as well. A representational e-portfolio shows achievements in relation to particular work or developmental goals and is, therefore, selective” applying these guidelines throughout the implementation phase is needed to reduce the challenges and offer a conceptual framework through which we will analyze the results of our study.

After tackling the status of EFL and CALL in Algerian education and discussing the challenges that they face in the first section, the second section is devoted to reviewing the research design of the study, the employed methodologies, and research tools, in addition to the data collection procedure and the rationale behind.

1.5. Research design and methodology

Achieving a reliable piece of research needs an adequate research method, which purposefully denotes plausible data and, finally, pivotal results. Research is a scientific and purposeful activity that attempts to establish or attain something. A systematic search seeks information about a specific issue and is considered as an art of scientific study. Furthermore, it deals with problem treatment, formulating hypotheses, collecting, organizing, evaluating data, and suggesting solutions R. Kumar (2008: 1).

On the one hand, research design is defined by McMillian and Schumacher (1993; 31) as: “the procedure for conduction the study, including when for whom and under what conditions data were obtained. Its purpose is to provide the most valid and accurate answers as possible to the research questions”. On the other hand, Polit et al. (2001;167) describe a research design as “the researcher’s overall for answering the research question or testing the research hypothesis.” In other words, research can also be viewed as a formal written plan to undertake a scientific

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investigation. This plan will specify the goals of the researcher, such as the rationale of why the inquiry is being conducted and its significance for a wider audience. Additionally, it will describe carefully the step-by-step procedures that the researcher will follow. As R. Kumar (2008) cites Kinner, a research design is: “The basic plan which guides the data collection and analyses the phases of the project. It is the framework which specifies the type of information to be collected, the sources of data and data collection procedures.”

The current work is a cross-sectional descriptive and explanatory study that uses a case study to quantitatively examine several independent variables considered to influence the implementation of e-portfolio at the level of the English language department, among most significant factors investigated are stakeholders’ attitudes and the challenges that hinder educational technologies integration more broadly.

The collection of the primary source for this research has begun around November 2019 with general observation, informal discussions, pre-tests, and personal teaching and learning experiences. It spanned until June 2020 with questionnaires, both formal and informal interviews, and more classroom observation. This combination of methods is used to obtain a comprehensive understanding of the contextual conditions surrounding e-portfolio implementation.

Taking into consideration the advantages associated with qualitative and quantitative research methodologies, the researcher opted for this approach to achieve a large sample size while at the same time collecting rich and detailed information. Using both methodologies allowed for quantitative and numerical data on the phenomena studied. Moreover, the complexity nature of the issues studied required a multi-methodological approach as it provided insights into the phenomenon studied from multiple sources. Therefore, objectivity and reliability of findings and recommendations were enhanced. Similarly, preliminary data collected and size of the sample as well as their availability necessitate more than one research method. “Since any one source of information is likely to be incomplete or partial, a triangle approach is advisable” (Jack Richards 2001:59) by multiplying data sources. Accordingly, the investigator has chosen to use different sources of information.

1.5.1. Informants’ profile

The target population for this study consist of both university teachers and students affiliated with the Department of English at Sidi Bel Abbes (EFL teachers from the English

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Department of Sidi Bel Abbes university contributed to the study). In addition to students of third year LMD who are from two separate groups. These details are established based on insights made from piloting and classroom observation. The choice of these participants is motivated by their direct involvement in English language teaching and learning, which provides relevant insights for investigation. In particular, EFL teachers contributed with their perspectives regarding pedagogical practices, technological integration, and classroom activities. Third year LMD students represents a relevant and informed population to examine the attitudes and challenges towards integrating electronic assessment approach.

The setting was the Department of English at the University of Sidi Bel Abbes, Algeria. It was selected primarily due to its easy accessibility and the researcher's familiarity with its academic environment. The researcher deemed it necessary to involve participants from both parties in order to have a balanced understanding of the issue and to maximize the amount of the gathered data. Additionally, deeper interpretation of the educational practices and challenges related to the integration of e-learning tools can be revealed.

1.5.1.1. Students' profile

Learners consented to participate in this work on two separate occasions, one dedicated to responding to the questionnaire and the other to be a part of the experiment. Students' responses are insightful data upon which the experiment is designed; targeting this population, in particular, was a decision that emerged after personal teaching; it is preferable first to detect their writing complication and then introduce them to a new experience. Third-year students are assumed to be more involved and to value the importance of writing skills, especially the fact that students at this level are asked to answer all the examination questions in sort of extended essays, which is not the case with first and second-year students (L1 and L2). Sixty-two (62) students at the English Department of Sidi Bel Abbes University participated in this study. Forty (40) are involved in the case study, and twenty-seven (27) are involved in the experimental work. They are third-year LMD students from two different groups; they are under the same teaching and assessing practices and graded using the same scale during the 2019/2020 academic year. Their writing abilities are evaluated before the treatment, in order to confirm two definite issues: first, their similarities in writing proficiency, and second, the presence of any progress observed will be due to the introduction of the new method, or more precisely, the e-assessment tool.

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1.5.1.2. Teachers' profile

A prerequisite is established in order to identify participants who are most likely to be active in the educational terrain during the initial implementation of the embraced educational reforms related to ICT integration. Fifteen (15) teachers from the English department of Sidi Bel Abbes University were handed out a questionnaire; their instructional methods differ based on their teaching experience, in addition to other factors such as age, gender, training and personal development, years of experience, and academic degree; Three (3) teachers are currently in charge of the written expression module and have been teaching it for several years. The others they have already taught this module in their cursus. Eleven (11) teachers are full-time experienced teachers who are specialized in teaching English as a foreign language (TEFL) and applied linguistics. Six (6) of the participants hold doctorate degrees (Three professors and two senior lecturers). Five (5) are assistant lecturers who hold a magister degree, and the three (3) remaining are doctoral students who are specialized in didactics.

Teachers' responses provide the researcher with valuable information that has the potential of mirroring not only students' writing proficiency level but also their preferences and engagement regarding the complexity of the notion of e-assessment, besides, their willingness toward introducing such change in their classrooms. It is worth mentioning that a total of fifteen (15) teachers invited to participate in the study, and the questionnaire was distributed to them. Only eleven (11) teachers responded, while four (4) declined to participate.

1.5.2. Research instruments

As mentioned above, the current study has employed a mixed-method, which has enabled the researcher to gather qualitative and quantitative data. However, each data collection method targeted a particular category of informants to gather specific evidence. One part of the data is obtained from a case study conducted with teachers, students, and administration of the English department of Sidi Bel Abbes University, and another from experimental approach where the researcher relies on pre-existing groups of students.

In the following lines, we will first describe two questionnaires—one designed for students and the other for teachers—followed by an overview of the administrative interview and the corpus analysis conducted using data from written assignments. And second, we will present the experiment done with students, the subjects that participated, the used platform, and the data collection procedures. Now that we have briefly demonstrated the employed tools and

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the reasons for which they are used for, it is of paramount importance to review the literature that addresses each one of them.

1.5.2.1. Case study instruments

The first phase of this study employed a case study methodology to collect detailed and contextualized data. First, a questionnaire was conducted with third-year LMD students of English department of Sidi Bel Abbès University. They are 3rd year License (L3) from two different groups to assemble different perspectives. Besides, it was also held with university teachers and administrators. Exam sheets of the two groups were analyzed. Furthermore, classroom observation served as a fourth complementary tool for collecting additional data. since the researcher herself was currently teaching written expression.

The questionnaires and interviews were built based on obtained remarks from classroom observation, discussion with field specialists, and the literature review outcomes. Thus, data collection methods were complementary and symbiotic not only in their purposes but also in their conduct. These tools culminate in an exploratory method that wishes to obtain both qualitative and quantitative outcomes in regard to the study's questions and hypotheses. Thus, data collection procedure was complementary and supporting one another.

1.5.2.1.1 Students and teachers' questionnaire

Broadly speaking, a questionnaire is a means of data collection commonly defined as “a set of questions on a topic or group of topics designed to be answered by a respondent” (Richards & Schmidt, 2002, p. 438). The data gathered through questionnaires are of a standardized nature, ensuring consistency, facilitating comparison, and enable reliable analysis.

The purpose of the questionnaire is clearly communicated to respondents, and all items are carefully stated so that there are no vague phrases and any ambiguities to encourage participants to provide detailed explanations, opinions, and insights (Akbayrak, 2000). The questionnaire includes both open-ended and closed-ended items. Open-ended items give respondents the freedom to expand upon their answer in less structured and expressive way. In contrast, closed-ended questions limit responses to predefined options, such as yes/no answers or Likert-scale ratings. However, closed-ended questions require the respondents to choose one or more options as given by the questionnaire designer. These questions are best suited for exploratory research and can serve as a basis for further and more structured research.

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A good questionnaire can elicit comparable information from several respondents in a short period of time and also ensure fast and straightforward analysis. The use of a questionnaire is cost-efficient and practical since it can be done through a number of different formats, including email, phone, and face to face. However, from a qualitative perspective, data obtained from questionnaires are rather superficial because the questions are unlikely to generate in-depth information (Dorney, 2003). Two questionnaires were conducted, one with teachers and the second with students. Both were divided into four sections; they are as follows:

Section one: General information

Section two: Writing Skill

Section three: Assessment Procedure

Section four: ICTs

Besides, combining different types of questions for both teachers and students enhance the reliability and validity of the findings. To reflect on the particular setting in which this research is carried out, certain components of the questionnaires are tailored accordingly. The instrument includes a variety of question formats, such as closed-ended, open-ended, and Likert-scale surveys. These formats are strategically employed to capture a wide spectrum of data and to investigate multiple dimensions relevant to the research objectives.

The questionnaire ensures that respondents can answer with both anonymously and confidentiality to increase honesty. It is, indeed, designed to elicit the sample's views regarding teaching, learning, and assessing the writing skill and the use of technology in educational practices. On the other hand, in a study which focuses on technology, it is evident to employ technology for data collection procedure. The questionnaire was delivered online based on the sample's preferences. Eight (8) teachers out of eleven (11) opted for an online format questionnaire. This was known before being handed since most of teachers were approached and their agreement to participate was obtained. Participants chose between an online or printed questionnaire, and their selection was for the online format.

1.5.2.1.2 Administration's semi-unstructured interview

The research utilizes semi-structured interviews, predominantly featuring open-ended questions which are employed due to their capacity for real-time interaction. This format allows

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the interviewer to adapt question sequencing based on responses and enables interviewees to elaborate on their thoughts unrestrictedly. This tool also allows participants to expand on their ideas without constraint. This specific interview format is chosen because it provides the researcher with essential guidance to maintain direction while permitting deeper inquiry into relevant points, thus ensuring the collection of comprehensive qualitative data. Moreover, this interview format is “feasible for smaller groups and allows more consistency across responses to be obtained” (Jack Richards, 2001, p. 61).

This study aims to tackle challenging and relatively under-researched concerns in the field of education. Existing literature is limited with regard to these areas of concern, and it is possible that new themes may arise during the study which researchers may want to investigate. Consequently, it appears important to employ a data collection method that provides an appropriate level of structure and flexibility. Semi-structured interviews are then identified as a suitable tool, as they provide the opportunity for a mixture of directed questioning and open-ended exploration. This interview format enables the researcher to address the pre-determined questions while also giving space to the participant for further elaboration of ideas and concerns. The flexibility offered by semi-unstructured interviews is particularly valuable for identifying and capturing unanticipated insights and for developing a more contextualized understanding of phenomenon, thereby, strengthens the overall quality and richness of the findings.

1.5.2.1.3 Written assignments and examinations

Clearly, as more questions are being formulated about writing, particularly about improving the quality of writing, more focus is being placed on writing as a process and instruction interventions that make the difference, which must often meet the incompatible requirement of teaching and research (Hyland, 2003; Ferris, 2011). Written assignments and examinations come to play an important part in one’s educational career as they deepen learning and compel students to enhance their writing abilities. Indeed, written assignment encompasses any written task teachers ask their students to accomplish. It involves one or more of the following thought processes: evaluation, interpretation, expression, clarification, or any application or demonstration of knowledge or learning (Hamp-Lyons & Condon, 2000)

Therefore, it can be utilized to achieve learning purposes and goals, including enhancing students’ critical thinking abilities and experiences in producing different types of essays. In addition, it provides teachers with the necessary feedback to develop their skills by formulating,

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reformulating, refining, and implementing a comprehensive program (Oermann & Gaberson, 2014, p. 167)

It is worth mentioning that through written assignments and examinations, student can express ideas and thoughts accurately and coherently, alongside developing their writing abilities and skills (ibid:167). Notably, the primary purpose of selecting writing assignments and examinations analysis is to evaluate the level of writing proficiency demonstrated in students' final written products. as C.Cooper & L.Odell (1977) identify eleven reasons for assessing students' writing, ranging from motivation and feedback to evaluating instructional program, whereas they emphasize on the assessment of writing since it serves as multifaceted tool for informing the stockholders, motivating the students and fostering educational program (ibid). It is important to mention that, in order to have a good piece of wiring, students should obviously have first, related background knowledge and, second, the ability to demonstrate their ideas and express their thoughts in complete sentences and logical order, taking into consideration executive functioning skills, such as planning, organizing, analyzing, prioritizing, and sequencing. At the same time ensuring that the written text is clear, coherent, concise, and especially responding to the question using explicit English.

In the current investigation, the students' examination papers are taken from the administration. The examination papers are from the first semester, which took place in January 2019; they have already been assessed and graded by their teachers. As a compulsory part of the assessment, exams are scheduled to be one hour and thirty minutes in length about specific topics which were already elaborated in classes.

Additionally, another reason why written assignments are selected as a research instrument in this study is to help address the research questions, as composing an extended essay is a core requirement across all modules during the final examination semester. Generally, the essay is structured as follows: the introduction and conclusion have fixed places in addition to three different paragraphs dedicated to the analysis phase. This allows the researcher to identify low achievement areas, such as lack of structure or content or insufficiency in the persuasion of an arguable claim, as well as mistakes at various levels, including spelling and grammatical errors etc.

To summarize, the researcher uses questionnaires and interview to ensure triangulation and offer more holistic understanding of the research problem raised previously. Observational

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sessions are used in order to comprehend and explore participants' behaviors and reactions. Finally, using students' corpus (written assignments and examinations) provides the researcher with insights into writing issues that may not be available from another data collection tool. The written corpus can provide a more in-depth analysis of language in use, repeated patterns, and precise points for concern, which ultimately adds a more comprehensive understanding of the learners' writing performance.

1.5.2.2. The experiment

Needless to say, assessing the writing process is a demanding and time-consuming task, effective assessment of writing includes individualized attention to provide effective and meaningful feedback. This involves specifying the identity of the learners being assessed, the purpose of the assessment, the context of the assessment, the timing of the assessment, and the methods used to conduct it. Taking all these factors into consideration promotes a fairer and more holistic assessment of learners' writing skills, and supports more accurate comparison of their performance.

Since the purpose of this study is to investigate the impact of e-portfolio assessment on third year EFL students writing performance, an experimental method is selected. In order to homogenize the participants on their level of proficiency, the context of the study is the University of Sidi BelAbbes; specifically targeting the module of comprehension and written expression.

This experiment is a study conducted via an online platform. using pre- and post-tests of essays to gather qualitative and quantitative data. The control group served to validate that improvements in the experimental group's writing resulted from the treatment. The researcher taught the two groups the module of written expression using the same approaches as far as theory is concerned, whereas moving to practice, two different methods were used when collecting their continuous compositions, with particular attention given to the essential elements required in their structure to ensure their effectiveness as tools for learning, development, and assessment.

In addition, several educational and technical considerations are taken into consideration when adopting an electronic portfolio system. These are discussed in the following.

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A. Test

As previously discussed in this chapter, the second phase of this study involves an experimental procedure consisting of pre-treatment and post-treatment stages. Before starting any instructional treatments, it is essential to administer a diagnostic test to the students. This step is crucial to pinpoint students' English language proficiency and overall mastery before engaging in this research. The diagnostic test provides valuable insight into the students' starting point, allowing for a meaningful comparison. Moreover, it serves to ensure that any observed improvement in learners' performance can be attributed to the application of the alternative assessment methods employed. Administering a diagnostic test also helps identify knowledge gaps and areas in need of development. As a form of formative assessment, it enables instructors to adapt their teaching strategies and materials to better address learners' needs and deficiencies. The diagnostic test serves as useful function in order to be more targeted or focused in before proceeding with alternative assessment instead of just beginning the remedial method up without any sort of prior indication of students' level.

This diagnostic test focuses on the keyword "wisdom" as the basis for composing an academic piece of writing (See Appendix D). The topic is deliberately selected to align with the aims of the present research, particularly, its focus on evaluating students' writing abilities within an academic framework. By choosing a broad yet conceptually rich keyword, the test encourages students to demonstrate their capacities to generate ideas and arguments, and articulate their perspectives in a coherent and academically appropriate manner.

Students are required to write a well-developed composition within an academic context where specific conventions should be followed; for instance, such conventions encompass rules of grammar, mechanics, punctuation, and organizational structure. Therefore, adherence to these conventions is essential not only to ensure clarity of the meaning but also to avoid ambiguity in the expression of ideas, inconsistency in meaning, and weaknesses in using stylistic expressions.

Administering the Writing Pre-test

As mentioned earlier, the experimental and control groups are selected from among a population of students whose proficiency level is examined to be at the same level. However, since the study concentrated on writing ability, a writing test adapted from final semester examinations sample tests is administered to both groups to ensure that they are also

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homogenous regarding writing ability. In this regard, in order to remove the practice effect, a definite topic is given to each student to write about. All papers are scored by two raters, one is the researcher and the other one is an experienced teacher in writing courses, who are subjected to inter-rater reliability measure. The scoring is based on the analytic scale for rating paragraphs and composition tasks by Brown and Baily (1984). The students are given scores from 0 to 20. The average of the students' scores given by two raters for each student are considered the scores of each participant in both groups. The means of the two groups are compared through a t-test to guarantee further the homogeneity of the students regarding their current writing ability.

Administrating the Writing Post-test

After ten weeks of teaching writing through a process-oriented approach to the control and experimental groups, respectively, a writing post-test, adapted from final examination sample tests, is administered to both groups in their final examination so that the researcher is able to verify the stated hypothesis of the study through the analysis of the obtained data. It is worth mentioning that the writing post-test is similar to the writing pre-test. Again, as the pre-test, two raters scored the students' papers analytically, and finally, the average of the students' scores are given by these two raters for each student and considered as the score of each participant in both groups. The means of the two groups are compared through a t-test to examine whether there is a meaningful difference between the means of the two groups on the post-test. In order to determine the degree of improvement under two types of assessment, two matched t-tests will be carried out between the pre-test and post-test of each group.

B. Aims

Generally speaking, the primary objective of the experimental design is to examine the impact of shifting from traditional assessment practices to one that depends on technology on students' essay-writing performance. More specifically, it investigates whether students who are assessed through digital means achieve higher grades compared to those who are assessed through traditional methods. the overall purpose is to determine whether the use of an e-assessment tool leads to measurable progress, which is linked with the general improvement of students' writing abilities aligned with the absence of spelling and grammatical mistakes, and informalities which undermine academic writing standards.

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C. Objectives

In order to improve the academic writing norms necessary for 3rd year EFL students, the experimental work has been constructed into multiple phases whose aim is to accomplish the specific and developmental objectives as far as writing skill is concerned;

- Fostering students' self-confidence to reflect on their academic writing performance, and/or achievement in both formative and summative assessments.
- Promoting self-learning to support students to plan their personal, educational, and career development.
- Supporting life-long learning attributes by providing electronic learning portfolios that students can carry to their future career.
- Students can use their e-portfolio throughout their university journey; to record, assess, evaluate, and reflect on their academic writing skills.
- Creating a positive attitude towards writing to be more effective and confident in different academic and social situations.

D. Methodology

Successful implementation of e-learning, including assessment tools, depends largely on proper planning that takes account of the curriculum, desired learning outcomes, and the overall instructional context. There are many practical considerations when selecting digital assessment technologies, including, financial constraints, tool availability, the technical infrastructure including stable internet access, and pedagogical support including training required to ensure the successful implementation of e-learning. Furthermore, these tools should be integrated with existing institutional systems already being used, such as student information management platforms. They also need to be user-friendly for both educator and learner, while successfully addressing the diverse needs of learners, including those who require accessibility accommodations.

E-portfolios provide a web-based space where students can demonstrate their development in a wide range of skills and knowledge. However, it is yet to be demonstrated how readily these tools can be integrated within the university curriculum in general and in the writing module in specific. Some of the participants had no experience with using e-portfolios, while others used them in other courses but not for writing purposes. Therefore, a one-hour-and-a-half session was held to explain how they can be used, including registering on the site, adding

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text, modifying it, and displaying it as a final document, which will be assessed later. Indeed, students are introduced to: the concept and purpose of e-portfolio, assessment criteria and rubrics, reflection techniques and self-assessment strategies (including peer-assessment).

E. Content

The site was designed to cover one hundred (100) students, providing a structural digital platform for writing submissions. They submitted a series of essays on various topics, over a number of weeks during. Throughout this period, they received comprehensive feedback from both their peers and their teachers, enabling them to identify their strengths as well as the areas that need further improvement in their work. This dual feedback interaction allows collaborative learning, reflective interaction, encouraging students not only for the evaluation requirement but also on continuous development and enhancement as far as writing skill is concerned.

Data are gathered using samples of writing, online tracking, and an online questionnaire. First, sample of written work allow for details analysis of students' writing. Second, online tracking tools are also employed to monitor students' activity on the site, including submission patterns, time spent on the platform, engagement with tasks, and interaction with feedback. Third, an online questionnaire is administered to gather students' perceptions and attitudes and overall satisfaction with the digital learning experience.

F. The subjects

The table (2.2) is generally used in a research study to clearly show how many males and females participated in the study, it clearly represents the distribution of research participants (subjects) based on two main criteria:

1) Group type

- Control group: Subjects who do not receive the experimental treatment or intervention.
- Experimental group: Subjects who receive the treatment or intervention being studied.

2) Gender item

- Male
- Female

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Table 2.2: The Subjects by Groups and Gender.

Groups	Male	Female	Total
Control group	6	16	22
Experimental group	10	12	22
Total	16	28	44

This breakdown illustrates the gender within each group and ensures clarity regarding the total number of subjects involved in the study. It is worth mentioning that When students were given access to the e-portfolio platform and invited to register, a total of 24 students completed the registration process. However, only twenty-two (22) students remained active throughout the duration of the study and completed all required essay submissions on the platform. These students consistently uploaded their work and engaged with the e-portfolio activities until the final writing task. In contrast, two (2) students did not demonstrate any meaningful interaction with the platform and failed to submit the required materials; consequently, their data were excluded from the final analysis.

1.5.3. Procedures

The corpus of this research work is developed utilizing a sample representative of a population that was not very specifically selected. After classroom observation and piloting, the university and students' academic year were selected. Nevertheless, it is mainly the availability, willingness, and easy access to the setting and sample population that make their selection for the study, i.e., practicing in this setting is due to the accessibility provided.

The data-gathering procedures began with general classroom observation in November 2019. More classroom observation was done until April 2020. In May 2020, a questionnaire was administered to the students on two days. It took place during my class session. Teachers' questionnaires, on the other hand, took a more extended period of time to be fulfilled. In general, they were all administered in May and June 2020. During the same period of time, the researcher did the interviews which were held formally, informally, noted, and recorded. Finally, written assignments and examination sheets for the second semester, which was held in June 2020, were studied and analyzed.

Implementing e-portfolio in writing classes requires a clear, structured procedure which combines pedagogy, technology, and assessment. The e-portfolio used process-based writing

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approach, formative assessment, and student-teacher reflection over a whole academic semester. This went through four different steps;

- Orientation and training;
- Writing tasks development;
- Reflection and self/ peer assessment;
- Feedback and interaction;
- Assessment procedure.

1.5.3.1. Pilot the study

Piloting the study is a necessary step before embarking on the research investigation. Before the full-scale investigation is conducted, piloting allows the researcher to identify and rectify potential issues for the purpose of identifying ambiguities, other problems in wording, and inappropriate items. A pretest questionnaire was conducted with twenty (20) students who belong to the same population but not the same sample. Yet, their demography is similar to that of the sample. For the purpose to test the feasibility and estimate the time required for the data collection. The pilot stage was also done with six (6) teachers who replied to the primary questionnaire and who later on were part of the sample. This helped to revise the questionnaires and adjust the questions to ensure accuracy and minimize potential errors. After refinement, the employed questionnaires questions are put to effectively capture the data intended to collect for the main research. Additionally, the pilot stage also included a student questionnaire. It has two main purposes. The first one was to see if students preferred an online questionnaire or a hard copy of it since the researcher wanted to use an online survey after using the experiment to know students' perceptions and attitudes towards using e-portfolios as a tool for learning and assessment. The second one was to confirm the outcomes of classroom observation, as the latter took place before administering the questionnaires.

These steps ensured that the final questionnaires effectively captured the intended data for the study. It helped determine the final questionnaire format and length and recommended some edits such as removing, modifying, or adding questions. Some questions were reworded, others were broken down into separate questions, and in some cases the researcher added extended options to the proposed answers to finally succeed the final draft. These changes were made to ensure the efficiency of the materials used to carry out the data collection.

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1.5.3.2. Data collection and analysis

The data collected through the three research instruments were analyzed manually. Each response was carefully examined and grouped with other participants' answers to the corresponding question for comparative analysis. Recorded interviews were listened to attentively and transcribed either fully or partially, depending on their relevance to the research objectives. In cases where interviews were not recorded, detailed notes were taken, and these, along with classroom observation reports, were categorized and organized systematically. A database was established enabling the creation of figures and the calculation of percentages.

Close-ended questions (e.g., multiple choice, yes/no) were analyzed quantitatively, while open-ended questions—where participants expressed their own views and practices—were analyzed qualitatively. All responses, whether similar or different, were compiled, numbered, and counted. Even incomplete responses were included in the analysis.

As far as the experimental is concerned, students submitted a series of essays over six weeks, during which they received both teachers and peers feedback. Data were gathered using samples of writing, online tracking, and an online questionnaire. The survey included questions designed to gather participants' perceptions and attitudes regarding the use of e-portfolio as a learning and assessment tool and its overall effectiveness in educational practices. The online survey link was sent to experimental group students after their participation. Finally, participants' consent is obtained, anonymity is ensured, and the participation remains voluntary. E-portfolio data are used strictly for academic and research purposes.

1.6. Limitations

Conducting this research with its three tools was a source of joy. Nonetheless, some interfering impediments disturbed its decent running. They also represented obstacles to its objectives and initial hopes. Time, predominantly, was obstructive. The scarcity of time, on the one hand, and the abundance of findings, on the other hand, was an actual constraint.

Several studies have demonstrated that, despite certain barriers, the implementation of campus-wide e-portfolios for both students and teachers is not only realistic and achievable but also potentially constructive. For instance, Schaffhauser (2010) looked into how university can shift to using electronic portfolios and focused on the barriers they might face. The goal was to offer practical guidance for those trying to promote e-portfolio use across an entire institution.

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Research also shows that, although e-portfolios can support teaching and learning in meaningful ways, they come with some adverse effects and limitations. In one study, Hung (2012) explored how e-portfolios work as an alternative form of assessment, especially since not much research had looked at their long-term effects—what’s called “washback” By collecting data through journals, interviews, documents, and classroom observations, Hung found that e-portfolios could encourage positive learning outcomes. At the same time, they also caused some negative effects, like student anxiety and resistance to using technology. In another study, Shin (2013) pointed out that there was not enough clear guidance on how to effectively use online tools in e-portfolios. As a result, Shin argued that for e-portfolios to be more effective, especially in language learning, we need to rethink how we assess students’ proficiency.

Furthermore, the crisis caused by COVID-19 affected the research in multiple ways. In the context of sustainable development studies, the lockdown significantly disrupted the introduction and implementation of the platform, despite the fact that students need to connect online to submit their writing; however, appropriate leadership was particularly necessary, especially in keeping track of students’ reflections and monitoring online assessment, which proved to be time-consuming; yet, this challenge also depend on the size of the group. A baseline technological competence was considered a challenge. Students required more technical support and guidance than the researcher had initially anticipated.

Indeed, for those groups that resist using e-portfolios, meeting with them individually to explain the benefits and provide individual demonstrations was predominant. During implementation, the researcher started with smaller steps to establish a firm foundation for more significant initiative later on. Full implementation should be at least a two- or three-year process.

The researcher adapted the current investigation in light of the specific obstacles posed by the COVID-19 pandemic. When COVID-19-related restrictions were imposed, this led to a delay in the delivery of the questionnaires and the cancellation of the interview with different stakeholders from the administration. In addition, many students were not committed to the experiments until the end. Due to the laziness and lack of collaboration of certain learners, and time constraints reduced the number of informants during the experiment lied behind the research difficulty.

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Finally, COVID-19 was instrumental in attracting 3rd year students of English towards e-assessment and enhancing their interest. During this time, students' overall perception of e-assessment was found to be moderate. Students showed better perception in the perceived usefulness, perceived ease of use, compatibility, subjective norms, and self-efficacy domains.

2.5. Conclusion

The current chapter is intended to describe the teaching, learning, and assessing the writing skills, as well as the state of technology integration at the English department level and provide information about the design of the current research methodology. This chapter also highlights the definitions, justifications, and procedures of the case study and the experimental as well.

Regarding the case study, the researcher uses three distinct research instruments, namely a questionnaire, interview, and written assignments and examinations, each is designed for a particular purpose and used with particular group of the sample population. However, in the experimental design, the researcher uses the gathered data in order to design the experimental tests and investigate the effect of e-assessment in general and e-portfolio on students' writing performance in particular.

That it is to say, based on the gathered data from the case study to pinpoint the needs and lacks, the experimental proposes an alternative solution that is supposed to provide solution for the problem revealed earlier. Finally, the researcher puts forward a number of obstacles that rendered the data collection process more wearisome and caused the passing of a number of deadlines previously set by the researcher.

After describing the situation and research design, we will present the results of the case study and the experiment in two separate chapters; accordingly, the researcher prefers to divide the findings of each design methodology into two separate chapters and deal with each individually. Thus, the case study analysis and findings will be outlined in the upcoming chapter, while the ones of the experimental are reserved for the fourth chapter.

CHAPTER THREE: NEEDS ANALYSIS AND INTERPRETATION

1.7. Introduction

This chapter presents an analysis and interpretation of data gathered from three different sources: teachers' and students' questionnaires, students' written assignments and examinations, and administrators' interview. Data analysis is organized into sections based on each sample population group—teachers data analysis, students' data analysis, and administrators' data analysis. Each section is followed by an in-depth discussion that interprets the corresponding findings.

Undertaking a case study is particularly crucial since the major purpose of the project is to propose and implement a new assessment method for evaluating students' writing competence. This approach enables the researcher to identify the critical needs and limitations related to teaching, learning, and assessing students' writing within comprehension and written expression (CWE) module. Consequently, it allows for testing the proposed assessment method and evaluating its effectiveness in addressing students' needs and lacks.

Additionally, the chapter is concluded with a section that connects research findings to answer the research questions upon which the current work is premised. This chapter aims to sort out research findings in a way that facilitates addressing some of the issues the present study aspires to tackle.

1.8. Teachers' questionnaire analysis

Teachers' questionnaire consists of four sections, all of which are designed to investigate different aspects of the present research and help answer the previously listed research questions. These aspects are as follows:

- General information
- Writing skill
- Assessment procedure
- ICTs items

The type of questions differs from one section to the other according to the nature of the information that the researcher aims to investigate. Section one consists of closed-ended and

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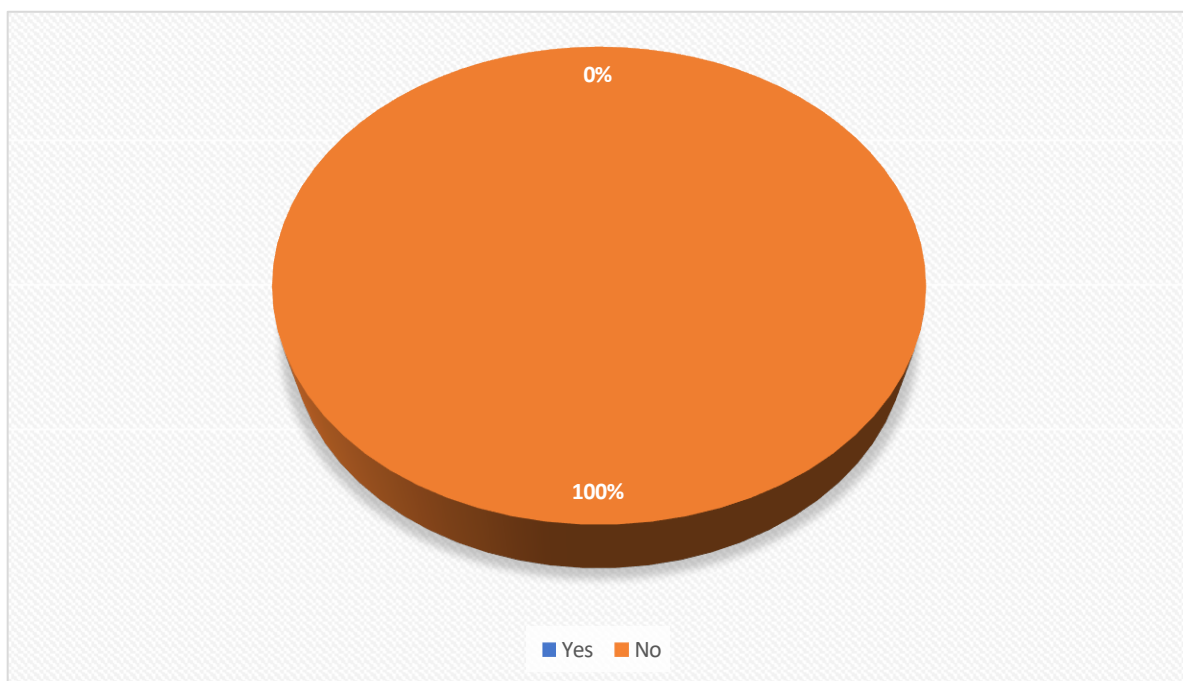
open-ended questions, while sections two and three are mainly made up of multiple-choice and open-ended questions. Meanwhile, section four, questions are intended to measure teachers' attitudes and opinions towards the e-portfolio tool, ICT competence, and its future implementation.

Section One: Teachers' General Information

The respondents group consists of 15 teachers; 66 % of them are currently teaching writing, while 34 % have taught the written expression module for at least 5 years of their career. The survey sample was completely composed of active faculty members.

Question one: Have you received any specialized training in teaching writing?

Figure 3.1: Specialized Training in Teaching Writing.



As for training (figure 3.1), 100 % of the respondents claimed having no specialized training in teaching writing, which they considered unnecessary after many years of teaching experience. To fulfill their writing class requirements, teachers reclaimed adopting different practices in the teaching of writing to fulfill their students' needs and learning context, they emphasized on different writing practices to help their students improve their writing skills which reflect on the theories and values that guide their teaching.

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Question two: Where did you receive your training?

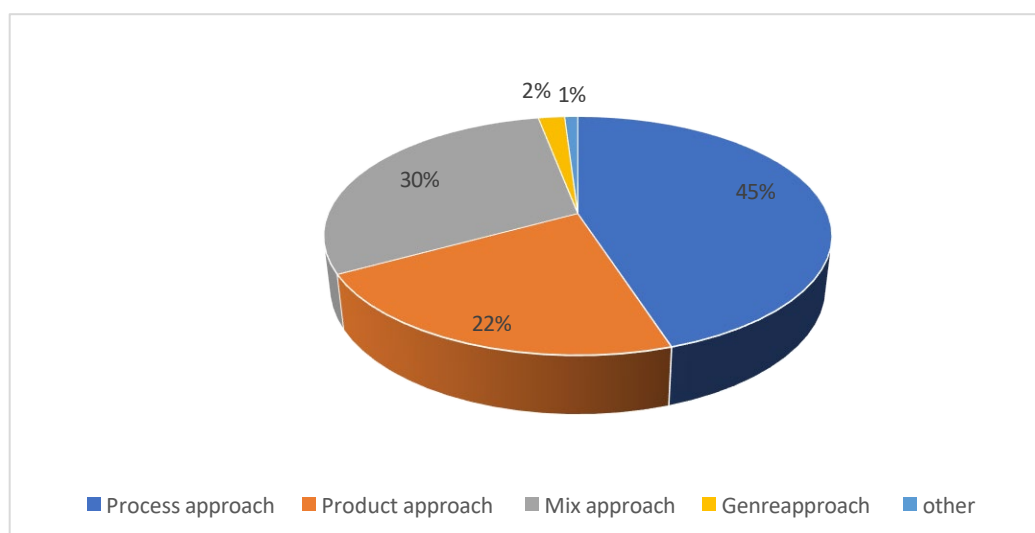
Table 3.1: Teachers' Background Information (Training Institution).

	Frequency	Percent %
Self-taught	13	86,6%
College or university	2	13,3%
A specialized school	0	0%
Total	15	100%

Table 3.1 illustrates informants' responses to the second question, where they were asked whether they had received training in teaching writing. 86,3 % of respondents stated that they did not receive any training and learned how to teach writing by themselves, whereas two teachers noted that they learned how to teach writing at university. Meanwhile, no one stated that they went to a specialized school.

Question three: What method/ approach do you use in teaching writing?

Figure 3.2: Methods/Approaches Used in Teaching Writing.



The figure 3.2 portrays the informants' methodology in teaching writing. 45 % of the teachers believed that writing should be instructed through process-based approach. 22 % emphasized the final product and considered a product-based approach more suitable for students' development of writing skills. 30 % highlighted the fact that writing requires employing a variety of strategies and activities, using a mixed approach. Only 2 % used the genre approach and believed that writing should be taught as a legitimate strategy.

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Question four: What materials do you use in teaching writing?

Figure 3.3: Materials Used in Teaching Writing.

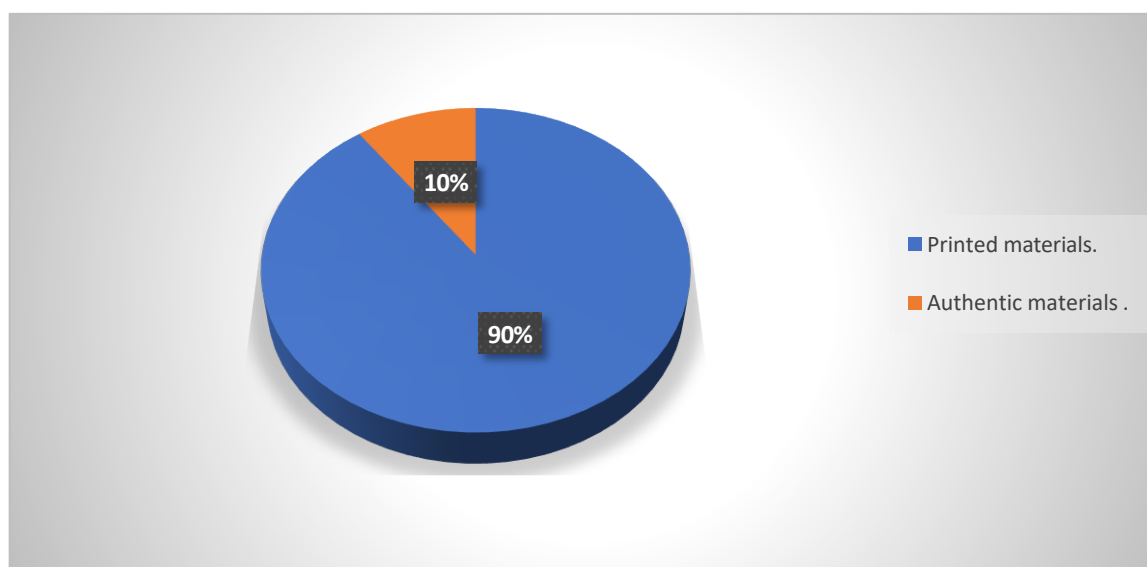


Figure 3.3 portrays teachers' responses regarding the material they used to teach writing. Most respondents 90 % agreed that printed materials such as reading texts are the most used activity in teaching writing. Whereas the use of web-based materials in the classroom is not highly appreciated by them, they considered it more challenging to find, select, prepare, and design activities that match teaching writing objectives. Thus, only 10 % of the respondents claimed that authentic materials can be beneficial in teaching writing.

Section Two: Writing Skill.

Question one: How do you describe the current level of the most of your students in writing?

Table 3.2: Students' Writing Performance Level.

Participant1	"it is very often not satisfactory"
Participant2	"good but we do not know if it is their creation or learning by heart what another peer said"
Participant3	"it needs improvement and efforts"
Participant4	"average"

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Participant5	“most of them are not at the expectation level, especially for 3 rd year students”
Participant6	“average not the level of 3 rd year license”
Participant7	“Unsatisfactory”
Participant8	“It could be better”
Participant9	“Their writing is not effective”
Participant10	“Not enough”
Participant11	Intermediate
Participant12	“Not convincing”
Participant13	“Students’ level needs to be improved. This goal can be achieved simply by encouraging them to write on a regular basis and to get daily exposed to the target linguistic structures”
Participant14	“Good”
Participant15	“Far from being satisfactory”

This question is intended to measure students’ writing performance. As table 3.2 shows, five (5) teachers assessed the writing proficiency of 3rd year students as being far from satisfactory which needs more development. Another four (4) teachers examined their writing production as inadequate; it needed more efforts and improvements. Another four (4) teachers examined their writing production as inadequate; it needed more efforts and improvements. Only two (2) teachers considered students’ writing proficiency as good, raising the question of whether it is their own production or ready-made material.

CHAPTER THREE: NEEDS ANALYSIS AND INTERPRETATION

Question two: Are you satisfied with your students' final written production?

Figure 3.4: Teachers' Satisfaction about Their Students' Final Production.

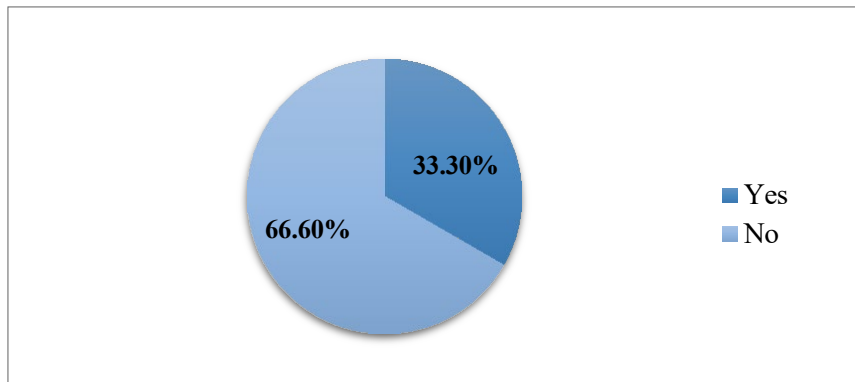
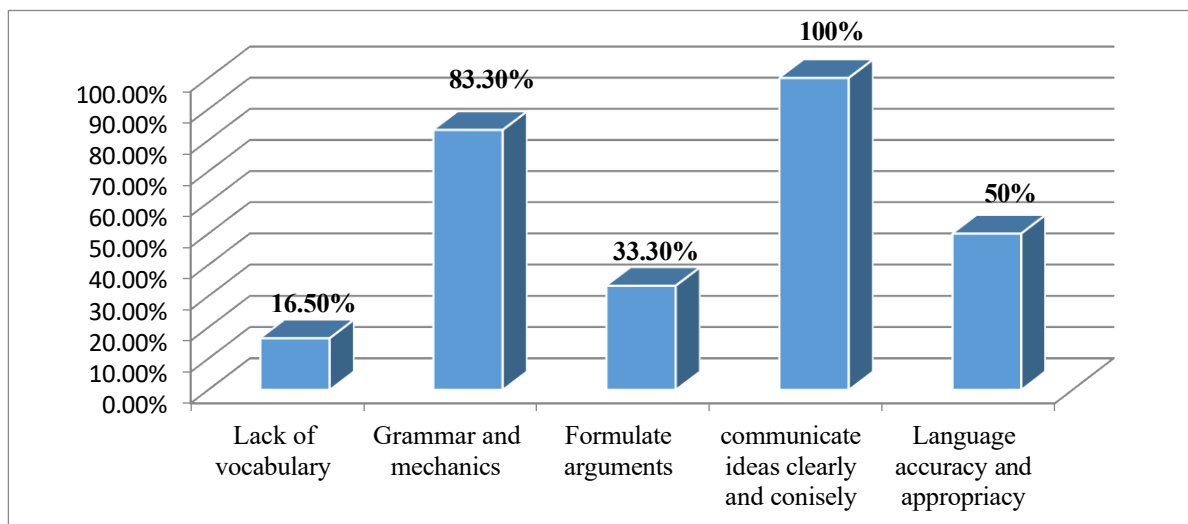


Figure 3.4 illustrates teachers' satisfaction regarding students' written production. Only 33.3 % of teachers were gratified concerning students' final papers, while 66.6 % did not appreciate their students' final productions and claimed that they are not proficient writers. Instead, students show only partial mastery.

Question three: What your students mainly lack in their written production?

Figure 3.5: Students' Weaknesses in Writing Performance.



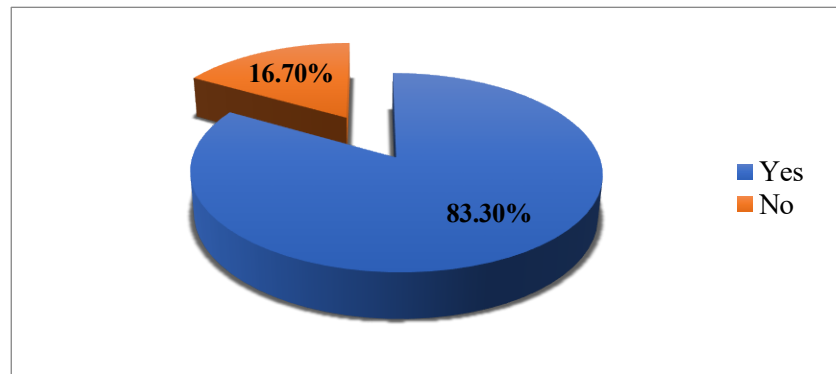
According to the informants, students faced difficulties when writing extended essays in most areas. The most common issue was at the level of communicating ideas clearly and concisely, followed by grammar (i.e., use of tenses, plural markers, subject-verb agreement, use of auxiliaries, etc.) organization of ideas, linking between sentences in an appropriate way,

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formulation of arguments, and finally, vocabulary limitation, which was the least frequent difficulty they encountered.

Question four: Are students aware of the criteria that characterized an academic piece of writing?

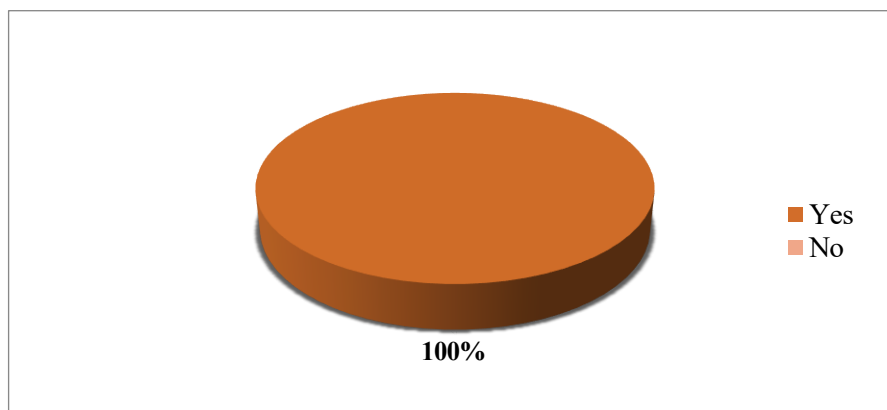
Figure 3.6: Students Awareness of Academic Writing Characteristics



In this question, 83.3 % of teachers reported that their students were able to determine the characteristics of an academic piece of writing; however, only 16.7 % were unaware of the criteria of academic writing.

Question five: Do students find difficulties when composing essays?

Figure 3.7: Writing Difficulties

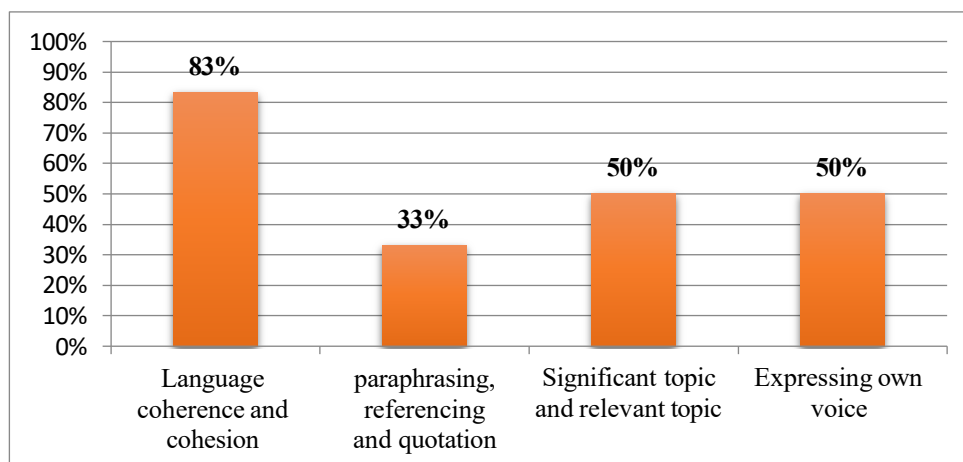


100 % of teachers believed that their students have a serious problem with writing. This indicates that students have serious problems with the formal characteristics of language, which manifest at different levels (form and content).

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Question six: What are the major difficulties student's faces when writing an assignment?

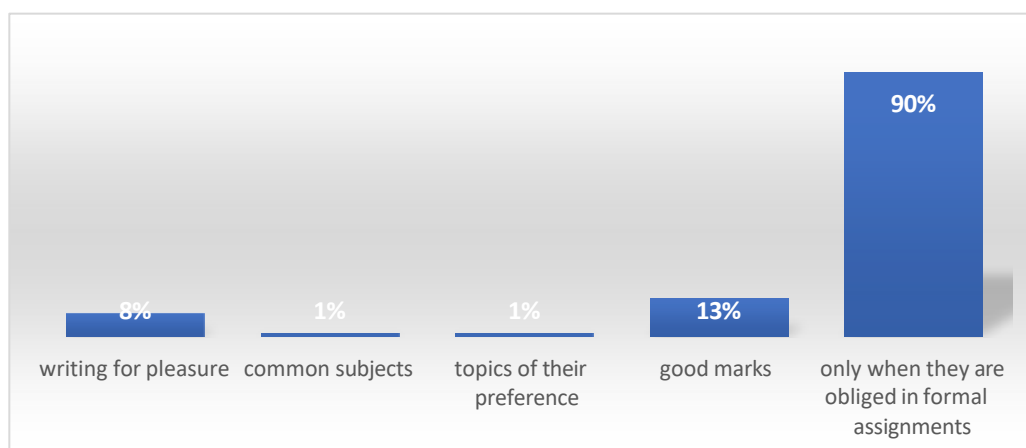
Figure 3.8: Students' Problems When Composing Essays.



According to participants' responses, there are four basic difficulties shared by most of the students. As it is shown in graph 3.8, the most frequent difficulty is language coherence and cohesion, followed by both expressing their own voice as well as selecting a significant topic and relevant references. On the contrary, paraphrasing, referencing, and citations were reported to be the least problematic.

Question seven: What motivates your students to write?

Figure 3.9: Students' Main Motives to Compose Extended Essays.



Teachers' responses were strictly limited to "good marks" as the only impulse for students to engage in the writing process. The majority of the teachers claimed that students were inadequately prepared for writing tasks. Students perceived writing as an overwhelming activity because it requires the integration of multiple linguistic and cognitive sub-skills.

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These findings provide teachers with clearer understanding of students' perceptions of writing, the specific areas where they encounter difficulties, and the types of topics they enjoy writing about. Most informants claimed that students tend to write only when they are required to do so or when the topic aligns with their preferences and interests.

Question eight: As a teacher, how do you help your students improve their writing skills?

Since teachers are the ones who are permanently in touch with students and their written production, they are a good source of suggestions concerning the treatment of students' writing difficulties. They made suggestions and remarks on the way to overcome students' problems in writing:

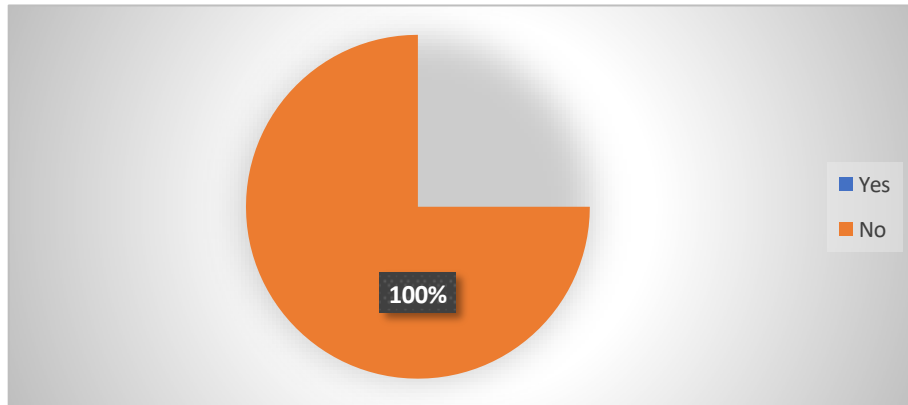
- First and foremost, all teachers highlighted the importance of reading to help students improve their writing.
- Practice was also recommended, emphasizing linking theory to practice through exercises and activities.
- Ask students to revise their lessons at home on a regular basis, namely grammar, and mechanics of language.
- Students can relate their writing activities to reading with follow-up tasks like paraphrasing and summarizing. For example, ask students to take notes during the lessons and then try to summarize the most important points once they return home.
- Induce students to free write at home, through personal diaries, journals, or portfolios.
- Motivation differs from one student to another. Some write for pleasure, having identified the importance of daily practice, and others simply believe that they should do it as a purely formal assignment.

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Section Three: Assessment Procedure.

Question one: Is your qualification related to assessment practices, i.e., have you been trained to assess and evaluate students' writing?

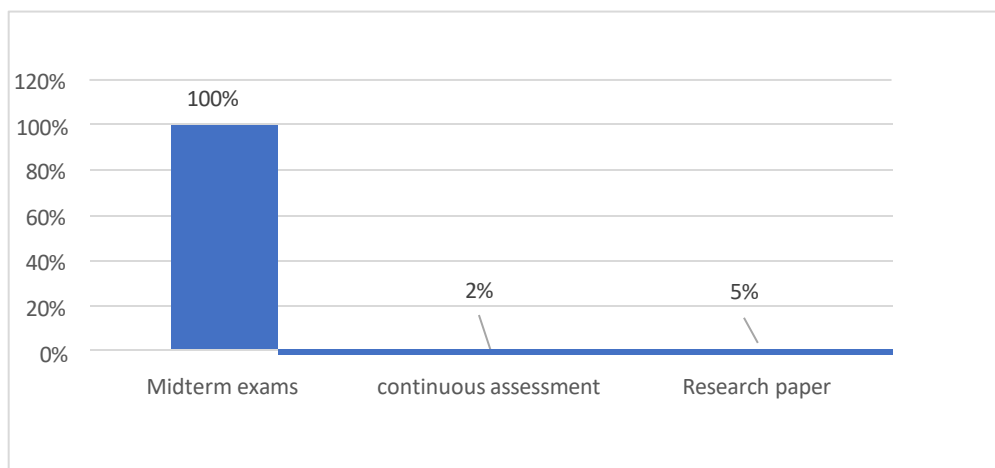
Figure 3.10: Teachers' Training Assessment.



The above figure represents teachers' training in assessment skills. As expected, 100 % of the teachers never took any specialized training in designing and delivering classroom-based or online assessments.

Question two: What types of assessment are used in your university?

Figure 3.11: Different Types of Assessment.



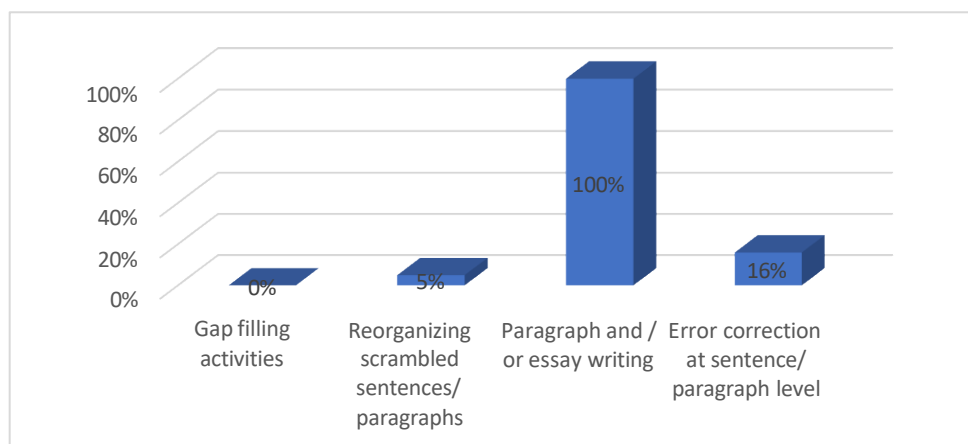
The figure 3.11 denotes the different types of assessment teachers employ throughout the academic year. All teachers reported using midterm examinations. Five (5) % used research

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papers as HomeWorks, or extended essays, while only two (2) % used continuous assessment, including TD (Travaux Dirigées) exams as a part of practical sessions.

Question three: How do you assess your students' written productions?

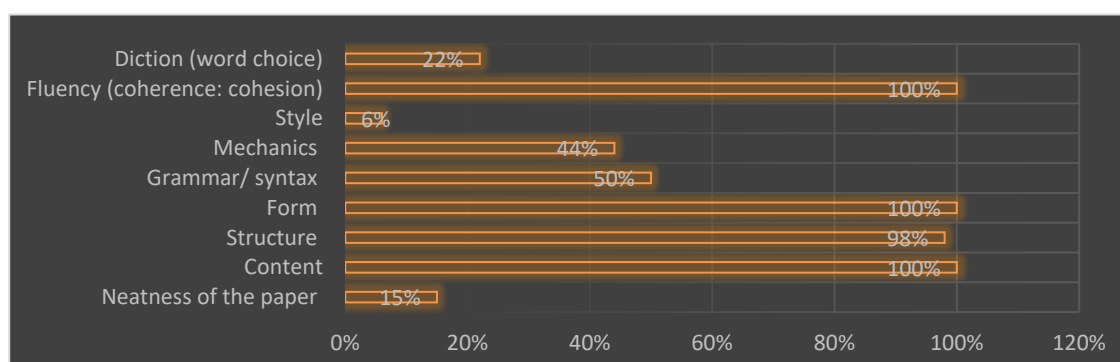
Figure 3.12: Assessment Procedure



In the above figure, respondents were asked about the method/ procedure they used while assessing their students. Essay writing was represented by a mean score of 100 % of the teachers. As can be seen from Figure 3.12, error correction was the second method with 16 % of them using it. Only 5 % used reorganizing sentences/ paragraphs. And finally, no one used at all gap-filling activities.

Question four: Which of the following essay components do you rely most in your assessment?

Figure 3.13: Teachers' Assessed Written Components



Regarding the fourth question, however, teachers have shown a high sense of agreement upon which components should be considered when assessing any written production.

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They all identified four significant components: (1) content, interest/ originality of ideas;(2) organization of the ideas; (3) rhetorical matters such as organization, cohesion, and coherence; and (4) relevance of the content. The disagreement was just about mechanics, diction and grammar, as displayed in the figure above.

Interestingly, none of the teachers mentioned neatness, layout, effectiveness of expression, handwriting, or style as significant components in the assessment of a written essay, which is a noteworthy omission.

Question five and six:

- Which method(s) do you usually apply when assessing your students' essays?
- How often do you assess your students' work during the academic year?

Table 3.3: Assessment Methods and Frequency

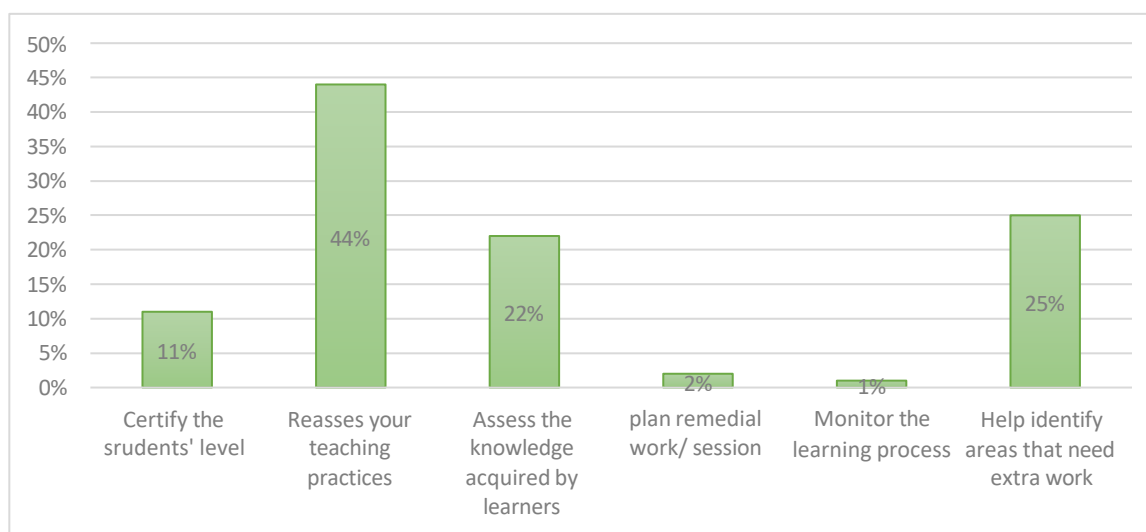
	Possible answers	Percentage %
Assessment methods	Multiple assessment	0%
	Holistic assessment	98%
	Analytic assessment	11
How often do you assess your students' work during the academic year?	Once a week	0%
	Once a month	10%
	Once a term	100%

The majority of teachers acknowledged using the holistic approach to assess their students' writing; 98 % of the teachers used only holistic assessment since they find it very beneficial to provide feedback and support learning. 10 % used analytic assessment, whereas no one used multiple procedures to assess students' writing performance. As for the testing frequency, teachers settled for one examination per term. Only 10 % evaluated students' performance once a month.

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Question seven: What is/ are the purpose(s) of your evaluation?

Figure 3.14: Assessment Purposes.



As far as the purpose of assessment is concerned, teachers esteemed reassessing teaching practices and identifying areas that need extra work as the most recognized purposes with 44% and 25% respectively. 22 % of them assumed that students' acquired knowledge should also be taken into consideration. However, no respondents indicated that assessment should be used to monitor the learning process or to plan for remedial instruction.

Section Four: ICTs

Question one: Does your department use e-learning/ e-assessment?

Question two: How would you rate the overall quality of technological support for teaching and learning in your department?

Table 3.4: Use of E-Learning/E-Assessment in the Department.

	scale	Percent
Have you ever used technology in teaching writing?	Yes, it is widely used throughout the department.	0%
	Yes, some individual teachers used it.	0%

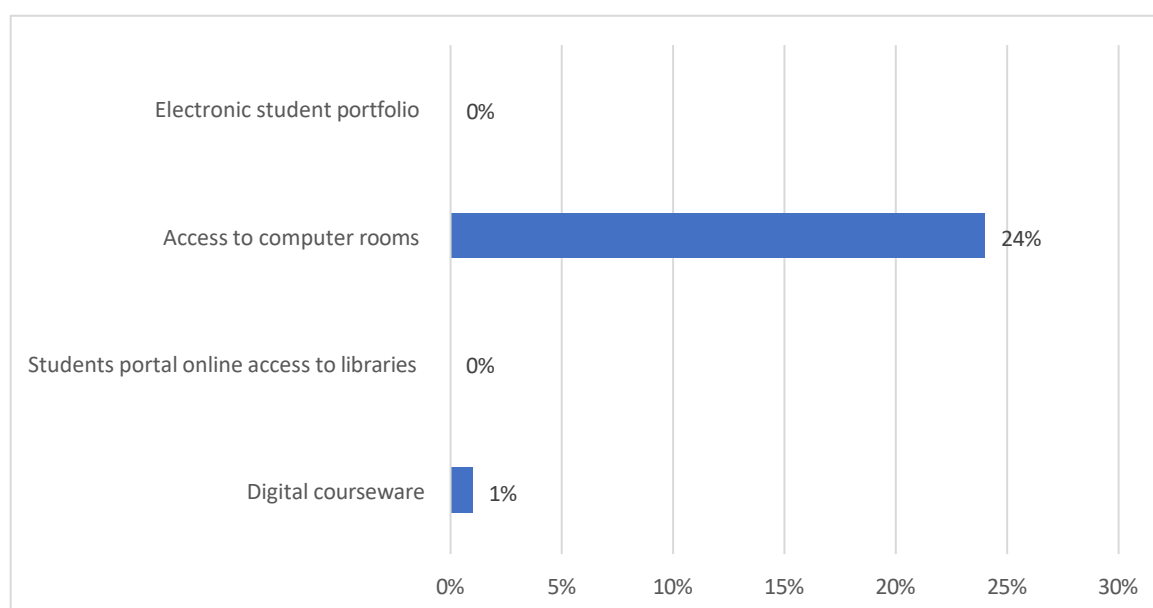
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	No, we are introducing it.	6%
	Not at all.	94%
	Total	100%
Responses		
the overall quality of the technological support in teaching and learning in the English department?	Poor	0%
	average	100%
	Good	0%
	Very good	0%
	Total	100%

The table 3.4 represents the results of questions number one and two regarding teachers' use of ICT in writing instruction. 6 % stated that they still introducing ICT in their teaching practices, whereas 94 % do not use it at all. As for the overall quality of the technological support in teaching / learning in the English department. As predictable, 100 % said it is average.

Question three: Does your department offer any of the following?

Figure 3.15: English Department's Accessibilities towards Online Learning.



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From the figure 3.15, we can deduce that the English language department offers no accessibility regarding online learning. Only 24 % of the informants deemed that the English department displays access to computer rooms. Meanwhile, minors used digital course-ware and had no access to online libraries.

Question four: do you use ICT tools within your course?

Table 3.5: The Use of ICTs in Teachers Courses.

Scale	Frequency	Percent (%)
Yes	13	86%
No	2	14%
Total	15	100%

If yes, what for?

Figure 3.16: Purpose for Using ICT in Teaching.

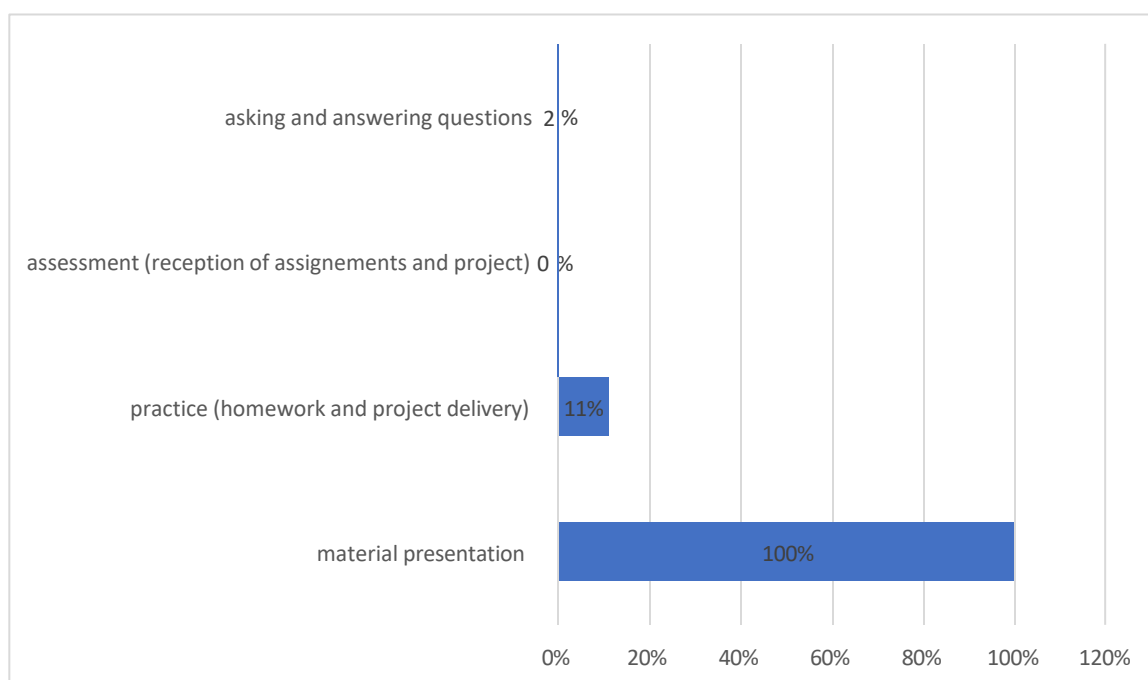


Table 3.5 displays the results of question number four, in which teachers were asked whether they had used ICT in their teaching practice. 13 teachers (86 %) stated that they had used ICT for teaching purposes, whereas 2 teachers (14 %) responded that they had not. Similarly, informants who answered by yes were asked about the purpose for which they used ICT. 15 teachers (100 %) stated that they used it for material presentation, whereas 11 % of

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them added that they used ICT for practice, 2 % used it as a means of communication via e-mail and social networks, and no one used it for assessment purposes.

Question five and six

- Have you ever used technology in teaching writing?
- Where do you use technology with your EFL students?

Table 3.6: Technology Usefulness in Teaching Writing.

	scale	Frequency	Percent
Have you ever used technology in teaching writing?	Yes	7	46%
	No	8	54%
	Total	15	100%
Responses			
	Possible answers	N	Percent
The use of technology in teaching writing	Online courses	7	46%
	Blended learning courses	13	93%
	Online examination	0	0%
	Video conferencing/virtual classrooms	0	0%
	Total	15	100%
Responses			
	Possible answers	N	Percent
	In a computer Laboratory	2	13,5%

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Place of using technology	in a classroom	15	100%
	Via internet (online)	0	0%
	Total	15	100%

The table above reveals the results of questions five and six, which address ICT presence and usefulness in the respondents' settings. Overall, the respondents seemed not familiar with the internet at the workplace. For the settings where ICT was employed, all 15 participants (100 %) reported using ICT in their classrooms. Furthermore, 2 informant (13.5 %) noted that s/he had the chance to use ICT in a language laboratory. Meanwhile, no informant stated that s/he used the internet. The remaining informants used technology only in the classroom.

Question seven: If you have not used e-portfolio in teaching writing yet, why haven't you used it?

Figure 3.17: Obstacles of Using E-Portfolio in Teaching Writing.

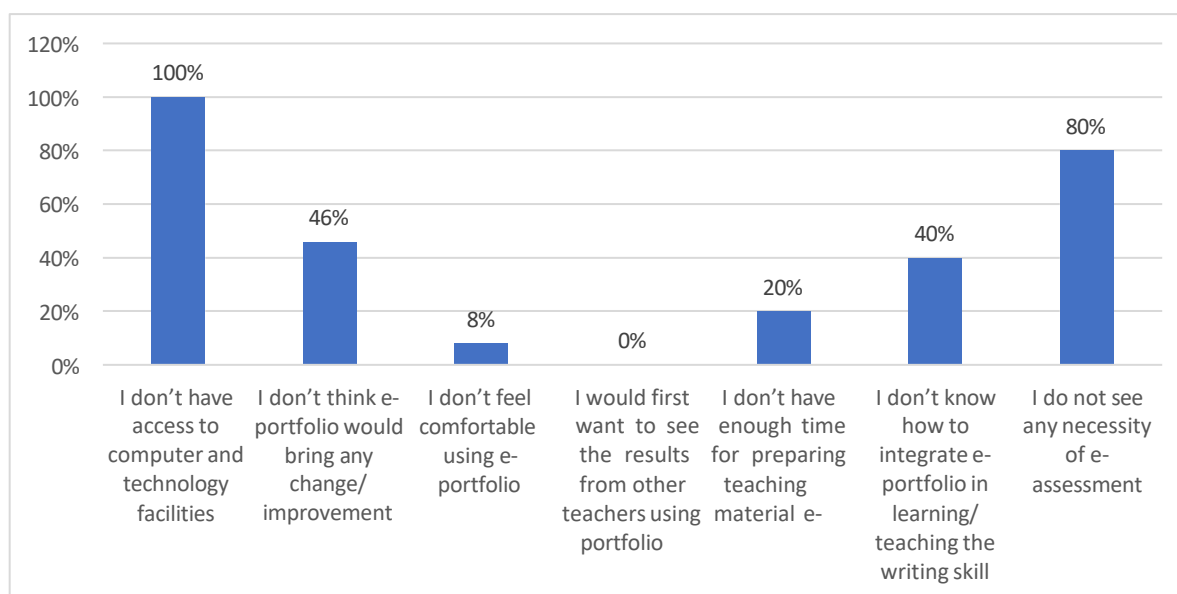


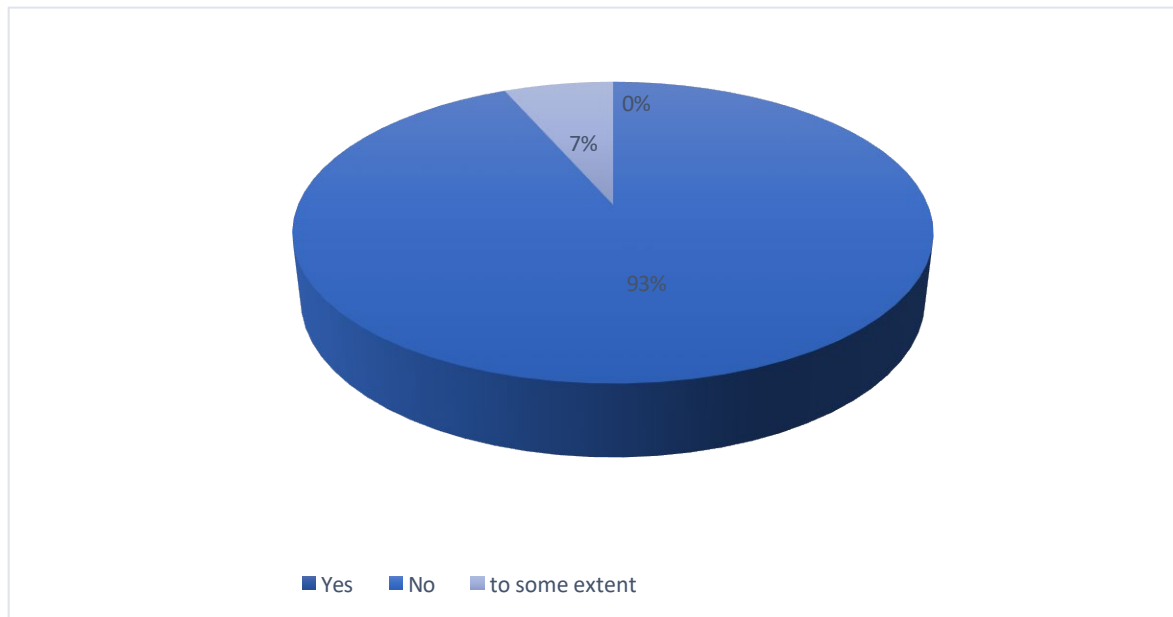
Figure 3.17 shows that computer accessibility and technological facilities constitute the primary challenges preventing teachers from using any form of e-assessment (100%). These difficulties are followed by teachers' lack of interest in using e-portfolio (80%), which many of them found it unnecessary. Additionally, 46 % of teachers assume that e-portfolios would not contribute to improve the educational process. In contrast, the time required for material preparation and teachers' discomfort using e-portfolios were among the lowest-ranking

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issues recognized by our informants. Overall, the findings suggest that teachers demonstrated a resistance to adopting e-portfolios in specific and e-assessment practices in general.

Question eight: Does your department where you teach encourage the integration of technology in education?

Figure 3.18: Technology Integration in English Department.

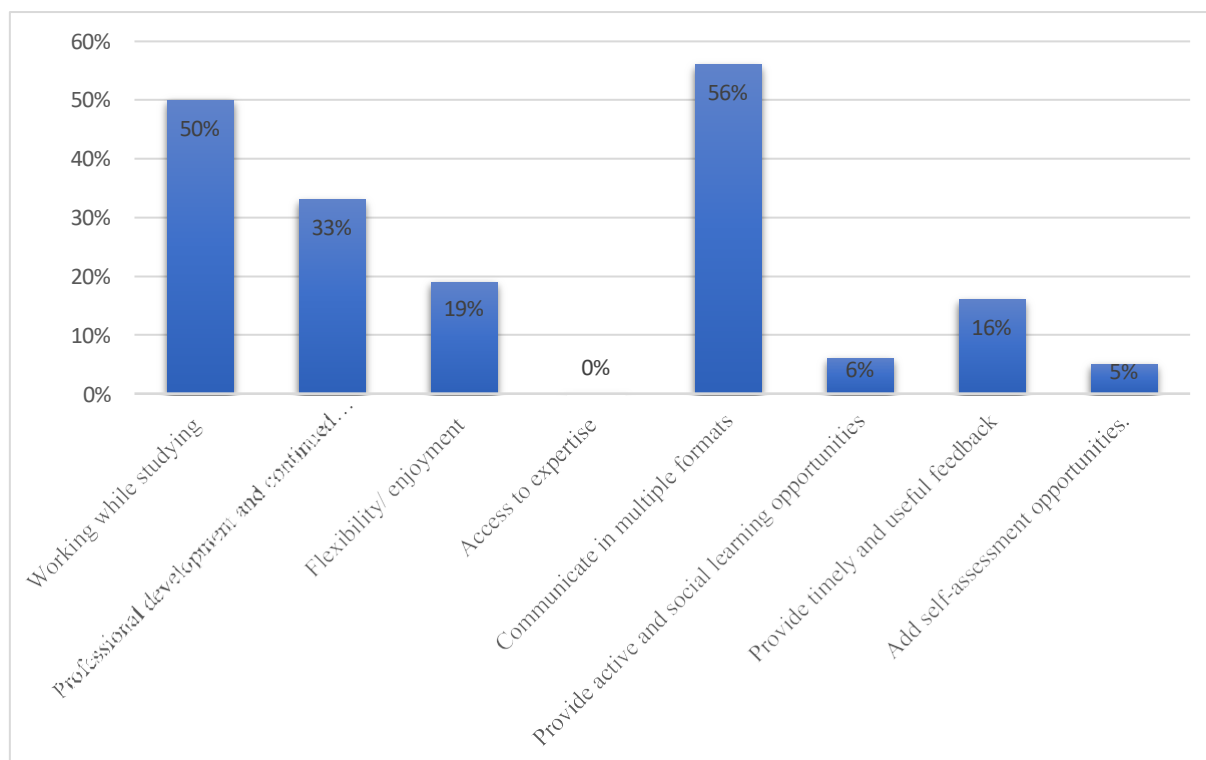


The figure 3.18 displays the results of informants' responses regarding technology integration in the English department. As expected, the English department offered no facilities for technology integration, neither for the teachers nor for the students. 93,3 % of the teachers affirmed having no capabilities to engage in online learning, excluding only 7 % who said that the department started to use it only after the COVID-19 pandemic.

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Question nine: What do you think are the main motivations for your students to engage in online learning?

Figure 3.19: Students' Main Motives to Sign up for Online Learning.



The figure 3.19 shows the reasons behind students pursuing online learning. Although online learning has become the preferred method for the majority of students, according to teachers, 56 % of the students used online learning to communicate in multiple formats. Half of the population (50%) considered it as a casual approach. Another reason why students preferred online learning is because it gives the flexibility to create their own schedule where they can work while studying.

Followed by 33 % of the students who used it for professional development and continued learning. 19 % said that it provided flexibility and enjoyment for students. 16 % of teachers said that students' primary motives for signing up for online learning were saving time and useful feedback. Another major reason is that it takes a personalized learning approach, providing an active and personalized approach (6 %). This is followed by 5 % who said it adds to self-assessment opportunities.

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Question ten: As a teacher, how do you perceive advancements in educational technology?

Table 3.7: Teachers' Attitudes Towards Technological Advancements in Evaluation

Participant1	<i>E-learning, if it is wisely applied, can have a tremendous pedagogical value.</i>
Participant2	<i>I welcome e-learning as well as e-assessment but with multimedia language lab and internet facilities for both teachers and students.</i>
Participant3	<i>Yes, I welcome the e-learning.</i>
Participant4	<i>e-learning cannot replace the traditional learning methods but only reinforce it.</i>
Participant5	<i>I believe that students are very familiar with technology and they have the skills needed for doing different tasks.</i>
Participant6	<i>I think we are not ready as far as the skills and the equipment.</i>
Participant7	<i>The capacity for students to respond to an electronic assessment is more challenging and may cause disruption.</i>
Participant8	<i>I welcome e-learning, it's of a great value in a globalized world education.</i>
Participant9	<i>The internet presence has a positive effect on both teachers and students.</i>
Participant10	<i>Technology is very important nowadays in education; however, we need more facilities and accommodations.</i>
Participant11	<i>Technology integration is not a must, especially that e-learning needs high level of self-discipline and students cannot handle more responsibilities.</i>
Participant12	<i>Computers will be more than needed in the future.</i>

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Participant13	<i>Yes, but a balanced program is needed</i>
Participant14	<i>The acceptance may differ for both sides; the teachers and the students, especially as far as the e-assessment process is concern.</i>
Participant15	<i>e-learning is highly welcomed, but e-assessment is more challenging</i>

While acknowledging the future necessity and positive impact of computers, informants differed substantially in their responses toward the use of computers in learning. In recognizing future needs, some expressed strong approval especially in assessment. For some informants, there was a strong endorsement with a higher emphasize on assessment. Others were strongly opposed and held entirely unfavorable views; citing difficulties to get financial support, and the overall adoption and acceptance of online courses could be minor since the focus was only on the e-assessment, teachers assumed that e-learning is an evident, however, e-assessment required more consideration and support to complete the assessment process and achieve the learning outcome. Nevertheless, negative responses seem to be isolated cases, as the overall perception reflects a desirable and affirmative stand for technology integration. Therefore, one can conclude that teachers' attitude towards e-learning is positive, but for the e-assessment is negative.

1.9. The discussion of teacher's questionnaire results

Interesting information are unveiled, particularly about writing essays, how it is learned, how it is taught, and how it can be assessed in order to make students a part of this process, those data are provided by fifteen teachers in four sections as follows.

1.9.1. Section one: General Information

First, it is important to present the demographic characteristics of the teachers participated in the current study. The sample consists of novice practitioners with less than five years of professional experience. Additionally, the sample includes teachers whose experience ranges from six to fifteen years. The rest of the cohort comprises teachers with more than fifteen years of experience. As for their job positions, the majority of the teachers are assistant teachers class B, whereas, smaller number of the population are assistant teachers class A. The majority of the population is constituted of novice teachers who possess limited experience in teaching and

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assessing students' written work. It is worth pointing out that 100 % of them never had any specialized training, and all the efforts were made by them as they considered it as self-taught.

Moreover, the final question of this section aims to uncover the instructional practices teachers adopted in their writing practices. The official curriculum at the university outlines only the general objectives of the written comprehension and expression module, thereby granting teachers considerable autonomy in determining lesson content, selecting materials, and choosing appropriate methodologies. Consequently, the delivery of writing instruction often reflects the individual teacher's academic background, professional experience, pedagogical competence, and personal analysis of students' needs and preferences. Indeed, several teachers report using authentic materials in teaching writing, the remaining 10 % state that they depend on traditional printed materials, restricted to texts, works of fiction, or picture sequences, and they justify this approach by referring to the nature of the module and the limited time available.

1.9.2. Section two: Writing Skill

The in-depth analysis of third-year students writing proficiency reveals a series of linguistic and academic difficulties encountered in higher education. Most students demonstrate a limited command of the English language capabilities, which is manifested in a range of linguistic deficiencies, including improper tense usage, ambiguous sentence structures, issues with parallelism, and errors in lexical choice and stylistic expression. Additionally, many students struggle to paraphrase or synthesize information -as they lack the skills required to produce written work. within an academic discourse community. Further difficulties include frequent mistakes in the use of pronouns, articles, punctuation, as well as challenges in organizing written texts appropriately in relation to audience, tone, and purpose. Moreover, the correct use of grammar remains problematic, particularly in the consistent and accurate application of articles, pronouns, and prepositions, further, weakening the clarity and coherence of students' writing.

The lexical knowledge of third-year students is found to be far from satisfactory, as they demonstrate a very limited vocabulary in the target language, frequently selecting inappropriate words due to negative language transfer, and often relying on ineffective translation strategies. The analysis further reveal that students tend to approach writing as a form of personal reflection, addressing topics in general and indirect manner. Instead of articulating their ideas clearly and explicitly, they do not state their ideas very directly. A personal essay will often

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imply or suggest, not explicitly stating its point of view or explaining the connections between ideas. This approach reflects the characteristics of personal essay. Unlike personal essays, academic essays must present ideas explicitly, articulate arguments clearly, and establish logical connections between ideas, students still have difficulty in making this, which shift highlights the fundamental distinction between personal and academic writing. Though it remains an area in which students encounter considerable difficulty.

1.9.3. Section three: Assessment Procedure

The analysis of section three of the teachers' questionnaire will be structured according to the following objectives. It begins with an examination of teachers' qualifications and training in the field of assessment. It then considers the criteria used to evaluate students' writing performance and its various components. The analysis subsequently addresses teachers' awareness of the importance of assessment methods and their direct impact on students' essay outcomes. Finally, it explores teachers' perceptions of, and attitudes towards, the current e-assessment system.

First, the initial finding in this questionnaire highlights a critical issue in the field of assessment which is teachers' training; however, their subsequent answers suggest a clear inconsistency between their perceived qualifications and their actual assessment practices. This discrepancy may be attributed to various obstacles encountered during the current evaluation context.

The present research participants also declare a big concern about the effectiveness of the current assessment procedures. Regarding the underachievement of these approaches to reflect on the students' real writing level. This failure can be explained by the predominant reliance on traditional assessment methods such as the midterm and continuous assessment, which are the primary assessment tools employed in the English department (see figure 3.11).

The second finding of the teachers' questionnaire is connected to the types of evaluation processes employed by Sidi Bel Abbes University's English department instructors. The teachers identify two main evaluation procedures: midterm and continuous tests. The first type of evaluation is the typical summative approach, in which professors examine students' knowledge gained over the course of a semester. This form of evaluation is used to certify the learners' level. Unlike continuous assessment, teachers typically employ midterm examinations. The second type of evaluation is continuous assessment, which are used to

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monitor students' performance throughout the academic year. Despite their differences, both approaches are useful only to the degree that the assessment instruments are well-designed to measure what students have learned. A poorly designed or deceptive test cannot provide valid and reliable measurement of students' competencies and ultimately results in a waste of time for both teachers and learners.

Although, all participants (100 %) report using mainly paragraph and essay writing as their primary means of assessment, teachers also claim employing additional methods that targeted specific aspects of writing. For instance, 16 % of respondents indicate that they are engaged in sentence-level error correction, and six teachers (5 %) report using exercises that involve reorganizing scrambled sentences or paragraphs. whereas none of the participants mention the gap-filling or multiple-choice activities. These findings further reinforce the predominance of traditional summative assessment approaches. Rather than evaluating the processes or strategies involved in developing written compositions, many teachers continue to rely on assessments that focus on isolated components of language proficiency and treat writing only as a final product.

This reliance on summative methods highlights the need to consider more formative, process-oriented approaches that actively involve students in assessment. Formative assessment can be effective only if students are actively involved in the process. Students need to participate both as assessors of their learning and as resources for their peers. There are numerous strategies teachers can implement to engage students in the assessment procedure. In fact, research shows that students who are active in the process of evaluation are more motivated to learn. This does not diminish the teacher's role; on the contrary, teachers remain essential in identifying learning goals, setting clear criteria, and designing assessment tasks that provide meaningful evidence of student learning. The shift from teacher-directed evaluation to a more collaborative, student-centered approach represents a key step towards effective formative assessment and overall improvement in students' writing skills, by enabling them to develop their writing competence through reflection, feedback, and guided practice.

This corroborates the previous argument. A key component to encourage students to reflect on their own learning is the provision of descriptive feedback throughout the learning process. In fact, research indicates that descriptive feedback emphasizes students learning growth rather than merely the grades, thereby enhancing their understanding of the writing criteria. Descriptive feedback gives students an understanding of their strengths, links their performance

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to classroom learning, and provides specific guidance on how to progress to the next stage in their writing development.

When asked about the purposes of their evaluation, the participants indicated that their primary objectives were certifying students' performance and assessing the knowledge acquired during the academic year, with 11 % and 22 %, respectively. Obviously, these two objectives reflect the main purposes of summative evaluation. The remaining choices which were selected by the remaining teachers corresponded largely to formative purposes. Indeed, 44 % of the participants considered that the purpose of their assessment is to re-evaluate and refine their teaching practices. They also reported using feedback to identify ineffective instructional approaches to be able to make necessary adjustments in order to adopt more effective strategies that enhance the educational practices (since 25 % of the participants selected the choice of identifying areas that need extra work). A smaller percentage (2 %) stated that they used assessment outcomes to determine the need for remedial lessons.

1.9.4. Section four: ICTs

Most of teachers who participated in this questionnaire reported having already used ICT in their teaching. However, this use is predominantly limited to material presentation and content reinforcement, primarily by using computers and overhead projectors. This latter was only recently installed in the classroom, which was not the case before. Since the department of English lacks even the most basic resources such as computer laboratories and reliable internet access, whereas their basic equipment and poor services characterized public places such as cybercafés. The use of technology device is restrictedly limited to in-classroom use, as the only computer laboratory at the level of the department is inoperative, and educators tend to ignore the internet and completely excluded internet-based tools from their teaching methods. Interestingly, one teacher claimed using technology only when he was abroad, where administrative policies required the integration of technology as part of the curriculum, so, shifting to e-learning was something he was obliged to, otherwise, the use of such tools would likely not have occurred which is the case of the current situation.

Due to the aforementioned problems, many teachers continue to resist the adoption of e-learning in general and e-assessment in specific, this unwillingness can be related to several

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interrelated elements. First, some educators may lack confidence or training to use technological devices effectively, this led to big concern about the reliability and fairness to use e-assessment methods. Second, pedagogical preferences play role in teachers' negative attitudes towards this change. Some educators believe traditional based assessment as more authentic or effective in evaluating students writing, this resistance may also stem from fears of increased workload and the time required to design and administer online assessment. Additionally, as mentioned above, lack of the technological infrastructure and institutional support may impede the implementation of online devices and the shift towards e-assessment remains limited in many educational contexts.

1.10. Student's questionnaire analysis

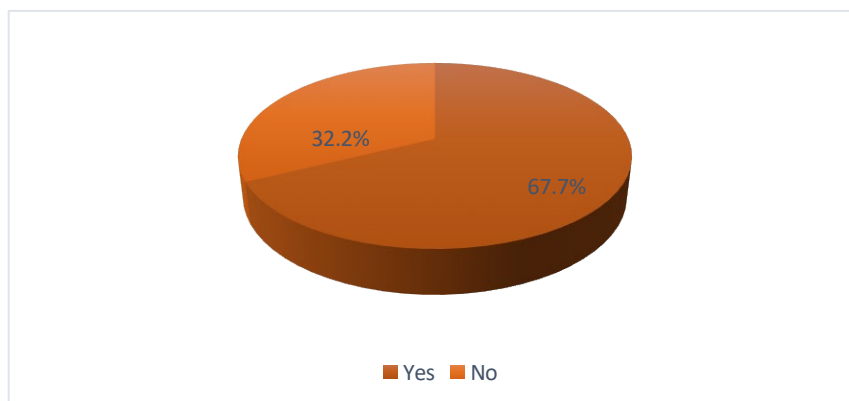
Similarly, to the teachers' questionnaire, students' questionnaire consists of different sections, designed to answer the aforementioned research questions. These aspects are as follows:

- General information
- Writing skill
- Assessment procedure
- ICTs items

Section One: General Information

Question one: Do you find the written expression class interesting?

Figure 3.20: Students' Interest in Written Expression Class.



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According to figure 3.20, the respondents seem to have problems enjoying the written expression class. 67 % of the informants claimed that they do not find the written class interesting, while the remaining 32 % showed more excitement about it.

Question two: Do you consider writing a complex skill?

Figure 3.21: Students' Perceptions of the Complexity of Writing Skill

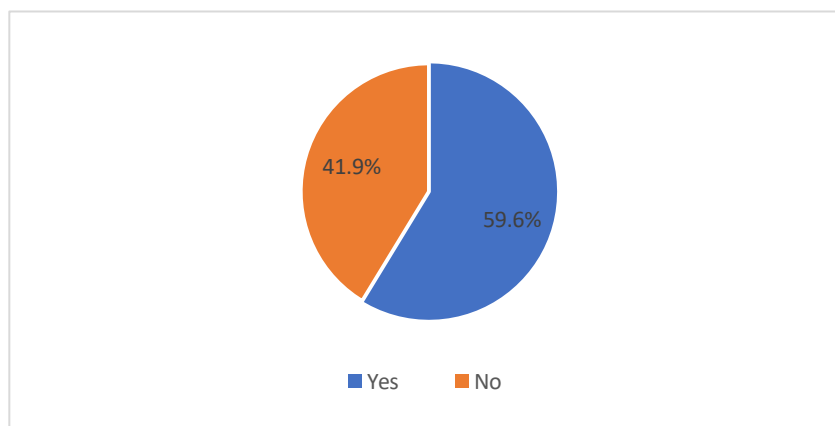
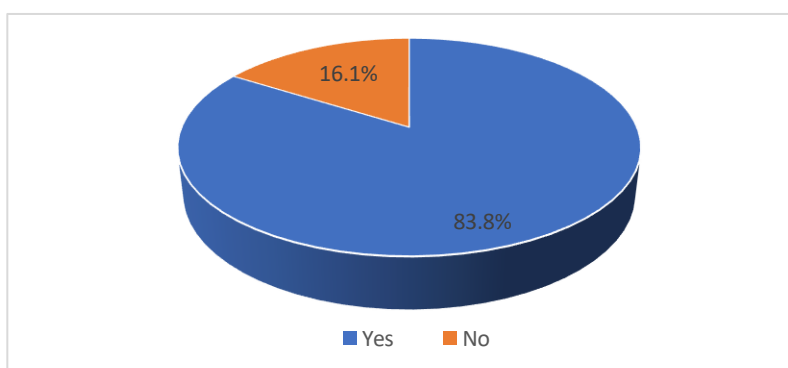


Figure 3.21 shows that 59 % of the students indicated that writing is a complex skill to master and 41 % reported that written production is an easy task to handle. Most third-year students believed that writing is a complex intellectual task involve many components. These skills involved related knowledge remain appropriate to the content in addition to writing mechanics.

Question three: Are you motivated to write?

Figure 3.22: Students' Motivation Toward Writing in English



The figure 3.22 results indicated the students' motivation to write in English. According to them, 83,8 % of the respondents are motivated to write essays and have the ultimate attention

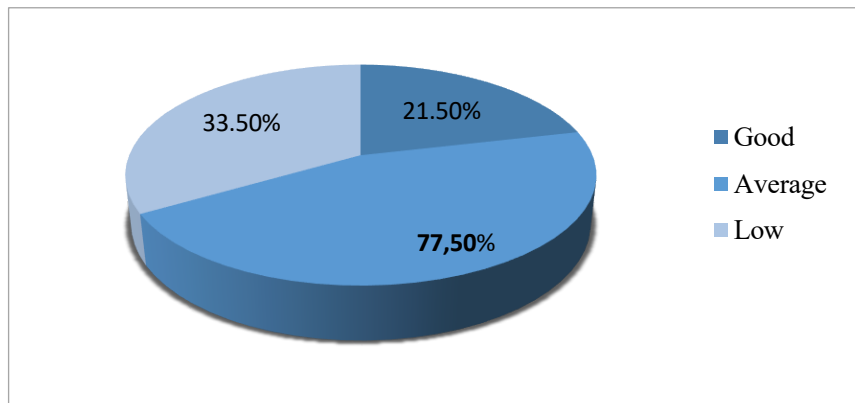
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to compose extended essays. While 16,1 % showed no interest in writing, which directly impacted their performance.

Section Two: Writing Skill

Question one: How do you evaluate your level in writing?

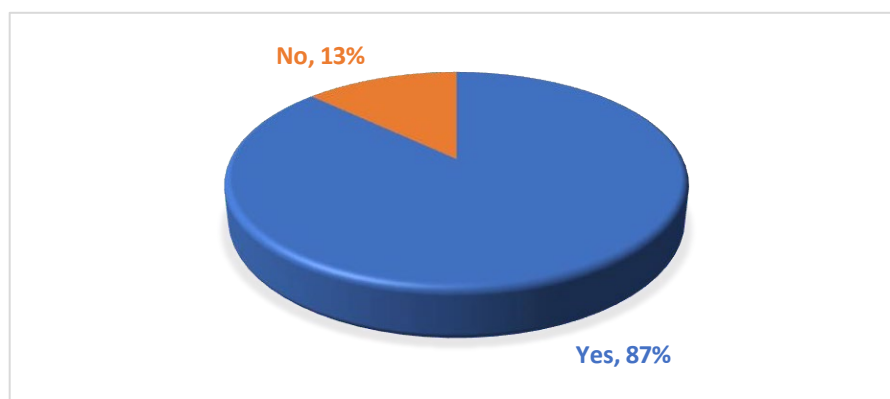
Figure 3.23: Students' Writing Level.



The figure above illustrates students' responses towards their actual level in writing; in this concept, 21.5% of the students claimed that they are good writers, 77.5% presumed that they have an average level in writing, on the other hand, 33.5 % of the respondents revealed that they have a weak level as far as the written composition is concerned. There are various reasons to explain students' low achievement in writing; their writing is far from being satisfactory in various ways—from having poor grammar and syntax in addition to lack of cohesion and coherence when expressing ideas, and finally, unclear organization to weak reasoning and arguments.

Question two: Do you face some difficulties while writing? If yes at which level?

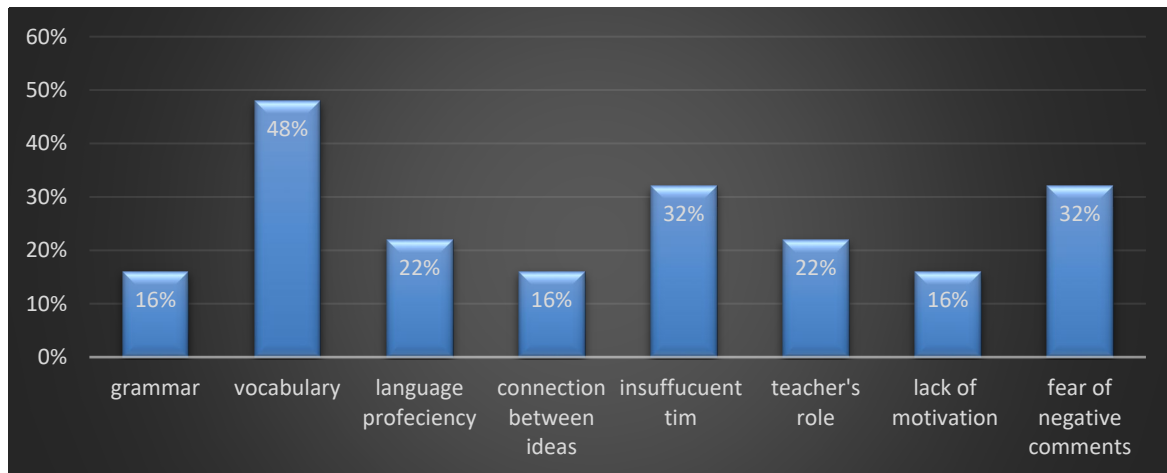
Figure 3.24: Writing Difficulties.



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Students' answers revealed that most of the participants (87 %) asserted that they really find it difficult to write accurately and appropriately, while only 13 % said no. This indicates that students have serious problems with the formal characteristics of language.

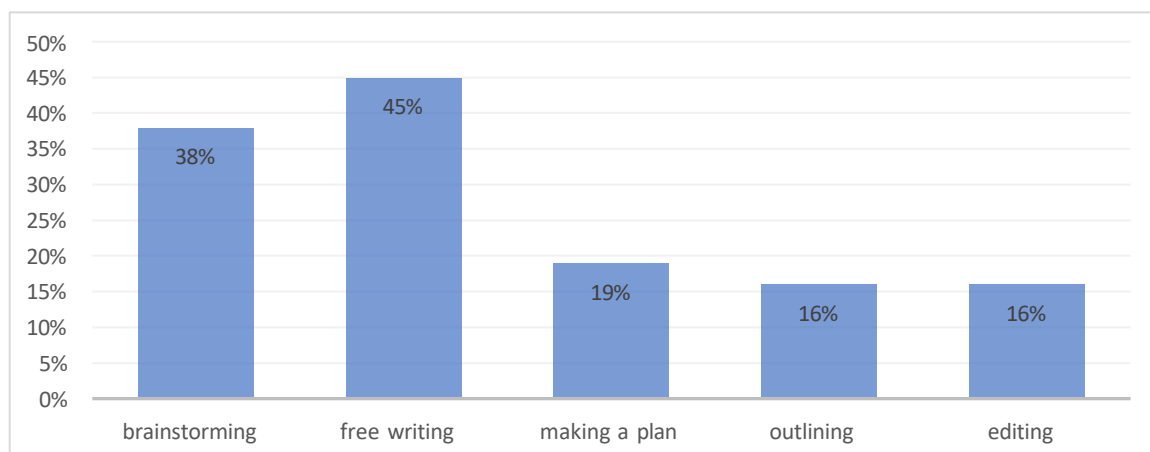
Figure 3.25: Students' Major Writing Difficulties.



Students were asked at which level they struggled when composing. They classified their difficulties in writing as follows: 48 % of the respondents classified writing deficiencies (*vocabulary*) at the top hindrance that impeded them from achieving good writing. Followed by insufficient practice and fear of negative feedback with 32%. Teacher's role (*insufficiency of practice and assessment*) and language proficiency (22 %). Finally, the remaining items lack of writing strategies, grammar, and lack of motivation with 16 % which seems to be less problematic.

Question three: Which of the following writing techniques do you use?

Figure 3.26: Students' Writing Techniques.

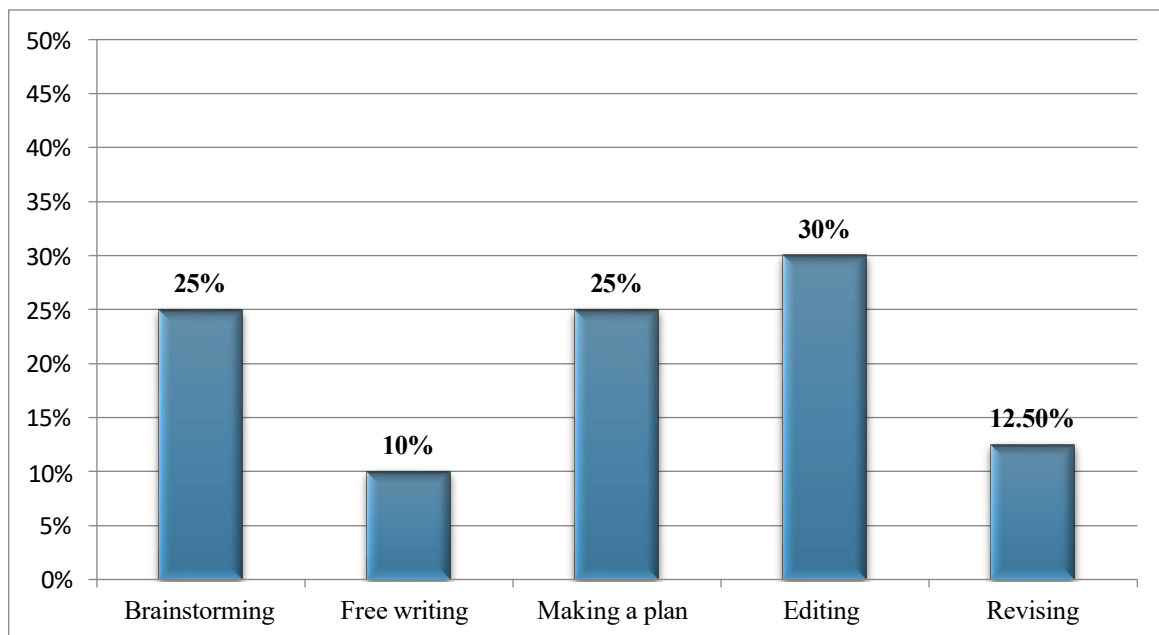


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The figure 3.26 demonstrates students' most used writing techniques. 45 % of the students preferred free writing, followed by brainstorming, which is used by 38 % of the students. 19 % of the students had difficulties with the most important stage in writing, which was planning, outlining, and editing were crucial in the writing process; unfortunately, they seemed to cause much difficulty for third-year students, as only 16 % used them.

Question four: Which of the previous techniques do you consider difficult?

Figure 3.27: Students' Most Difficult Writing Technique.



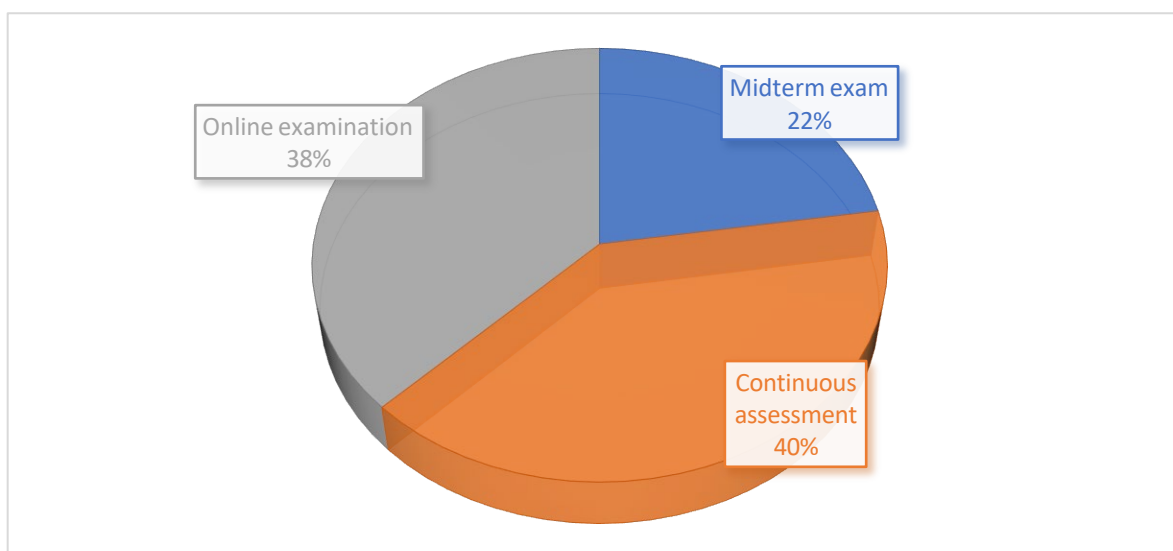
According to third-year students, the most challenging stage was editing since this item had been reported by 30 % of them. This percentage was equally divided into option brainstorming (25 %) and option making a plan (25 %). This indicates that students' difficulties are encountered at the pre-writing stage. 12,5 % believed that the problem lies in revising stage and re-writing stage. Only 10 % revealed that they had a problem with free writing.

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Section Three: Assessment Procedure

Question one: Do you prefer to be assessed by?

Figure 3.28: Assessment Procedure Preferred by Students.



The figure above shows that the main testing procedures preferred by the students at the level of the department of English are continuous examinations with 40 %. The online assessment came in the second position with 38 %. Finally, 22% of respondents selected midterm assessment as the last assessment approach. The participants did not provide any other assessment procedure than those provided on the list.

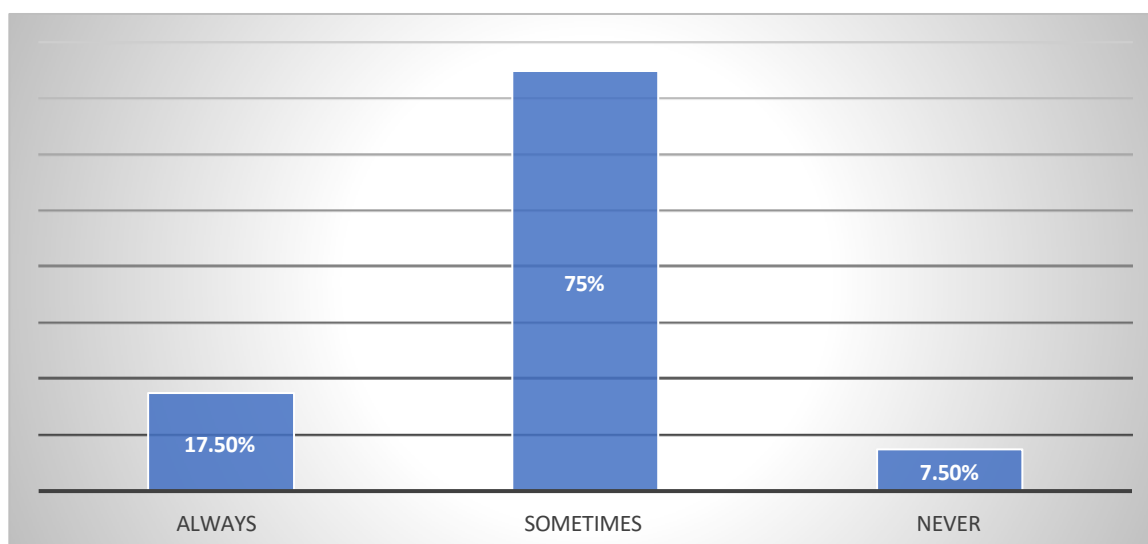
Obviously, the majority of the testing procedures used at the department of English as far as the writing module is concerned are traditional ones. As clearly shown by the results, students favored continuous assessment for the reason of continuous feedback. However, teachers use midterm exams, which represent the typical summative assessment procedure that assesses the accumulated knowledge that students acquire during a semester. This situation is similar to the one described by Race (2015), who describes it in the following passage: “Despite growing concern about the validity and fairness of traditional exams, for all sorts of reasons [traditional exams] will continue to play a large part in the overall assessment picture.” (p.48) Despite the evident dominance of traditional assessment procedures, such as midterm exams and continuous assessment, over the modern continuous assessment, which has been recently introduced by the LMD reforms. Their effective implementation remains limited within the department.

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Question two: What aspects of your performance does your teacher regularly evaluate?

Question three: To what extent do your exams and tests evaluate what you have been taught?

Figure 3.29: Students' Anticipation about Testing.



As shown in figure 3.29, 75 % of the students believed that teachers' evaluation occasionally (sometimes) measures what has been taught. 17,5 % of them claimed 'always' estimated students' knowledge. However, 7,5 % said that it never evaluated what has been taught during the classes.

Question four: In your opinion, do your exams marks reflect the effort you make in your writing?

Table 3.8: Students' Assumptions about Exams Marks.

Scale	Percent
Yes	65%
No	35%
Total	100%

As exhibited in table 3.8, 65 % of the students pointed out that the grades or test scores accurately reflect their potential in writing. The other ones (35 %) thought that the grades are

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not a good reflection of their writing abilities since, first, they did not measure their intellectual progress and second, they did not use standardized or objective criteria.

Question five: Do you think that your teachers' evaluation of your writing is fair?

Table 3.9: Students' Assumptions About Teachers' Evaluation fairness.

Scale	Percent
Yes	67%
No	33%
Total	100%

As it can be witnessed from table 3.9, 67 % of the students posited that teachers' evaluation is meaningful. 33 % of the students pinpointed out that teachers are less effective in raising student's achievement as far as scoring is concern during the exams of writing module.

To justify their claims, four informants pointed out what follows:

- **P1:** I deserve more.
- **P2:** A continuous assessment is much better.
- **P3:** The teachers have different opinions.
- **P4:** Not always due to subjectivity.
- **P5:** It depends on the teachers' correction and preferred style.

Question six: Does your teachers' feedback help you always improve your written production?

Table 3.10: Teachers' Useful Feedback.

Scale	Frequency	Percent
Yes	25	62.5%
No	12	30%
Sometimes	3	7.5%
Total	40	100%

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Table 3.10 demonstrates students' reception of useful feedback. 62 % of them said that they “always” receive help from their teachers, 30 % said never. 7,5 % of the students stated that their teachers help them “sometimes” when they are writing. guiding students through all the writing steps is essential because it helps them through the writing stages and gives them the necessary feedback to fulfil the writing task.

Question seven: How do you prefer the feedback to be given?

Figure 3.30: Feedback Provision Preferred by Students.

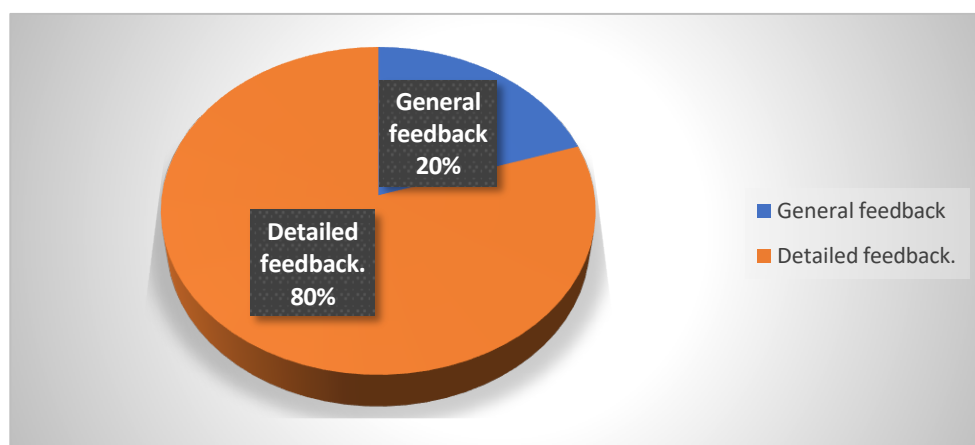


Figure 3.30 displays students' preferred mode of receiving feedback. The majority of students (80%) chose to receive detailed feedback because it provides specific guidance on the areas in which they need to make more effort. Only 20 % of the students indicated a preference for general feedback, believing it to be more beneficial during the writing process.

Question eight: Does your teacher feedback always help you improve your writing production?

Question nine: Do you take into consideration the way your teacher reacts to your writing?

Question ten: Do you take your teacher's feedback into consideration?

Table 3.11: Students' Assumptions about Teachers' Feedback.

	scale	Frequency	Percent
Do you take into consideration the way teacher reacts to your writing?	Yes	36	90%
	No	4	10%
	Total	40	100%

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Responses			
	Possible answers	N	Percent
Different ways of receiving feedback	Give general feedback to the class as a whole	11	27,5%
	Use a heuristic	4	10%
	Use peer feedback	4	10%
	Use a red ink to correct particular mistakes	16	40%
	Respond with comments and suggestions	9	22,5%
	Total	40	100%
	Scale	Frequency	Percent
Do you take into consideration your teachers' feedback?	Yes	37	92,5%
	No	3	7,5%
	Total	40	100%
Responses			
	Possible answers	N	Percent
	I try to understand the source of my errors and correct them	31	77,5%
	I defend my own idea, and negotiate my intended meaning	4	10%
	I ignore the teachers' remarks and remain to my own version	1	2,5%

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Students' reactions after receiving feedback	I systematically correct the pinpointed errors without trying to understand them	4	10%
	Total	40	100%

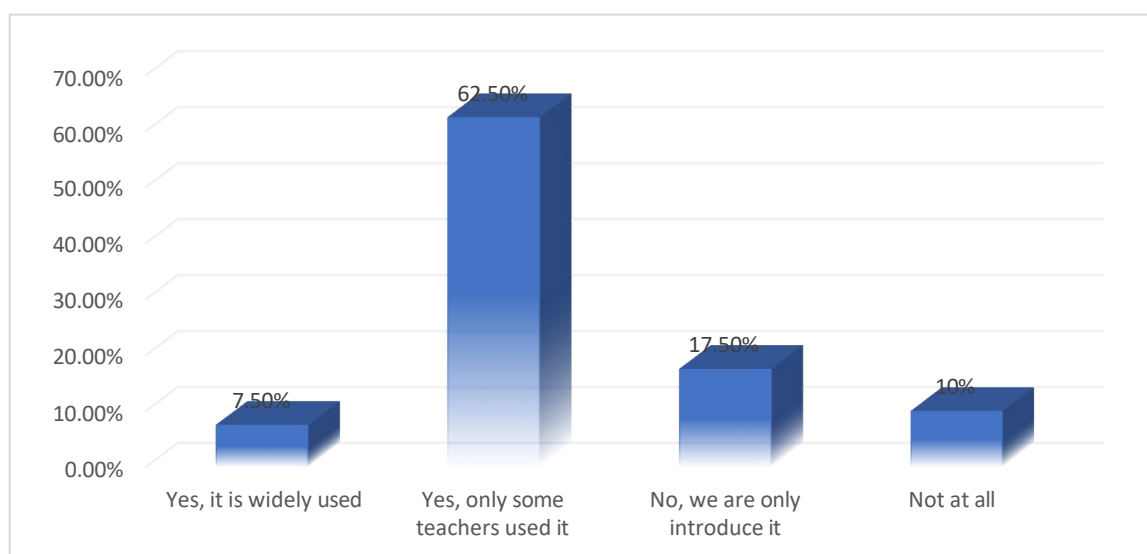
Table 3.11 portrays the results of questions eight, nine, ten, and eleven, which aim at exploring students' interaction with feedback in addition to their reaction after receiving it. According to the results provided by the respondents, it is clearly stated that students are in favor of red ink to rectify any mistake on their papers without any comment since 40 % reported that. Whereas 27,5 % of the students felt more assisted when teachers provided the class as a whole with general feedback. It was remarkable that students preferred to have more comments on their papers (22,5 % of them responded so).

It has been noticed that they had no interest in using peer correction or any set of questions that aims to guide them to a particular aspect of writing because only 10 % of them chose peer correction, and the same percentage chose using a heuristic. In fact, how to provide feedback on students' writing is critical. However, there are still questions about what would be the most effective approach to improve students' writing skills and fit their needs.

Section Four: E-Learning

Question one: Does your department use e-learning/ e-assessment?

Figure 3.31: The Use of Technology at The Level of English Department.



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As shown in figure 3.31, when asked whether their department uses any sort of e-learning/ e-assessment, 62,5 % of the participants reported that only some teachers used it. Specifically, between three and four teachers are actively adopting it throughout the English department. 17,5 % said no and claimed that it is in its infancy, temporarily, 10 % confirmed they did not use it at all, and finally, 7,5 % considered the utilization of ICTs in the educational process as widely used in the English department.

Question two: Please, identify how often you have access to computer in the following contexts by circling the corresponding number?

Table 3.12: Students' Computer Access.

	scale	Frequency	Percent %
Using computer at home	Never	0	0%
	Rarely	3	7.5%
	Once a week	6	15%
	2-5 a week	6	15%
	Daily	25	62%
	Total	40	100%
Using computer at university	Never	29	72,5%
	Rarely	9	22,5%
	Once a week	1	2,5%
	2-5 a week	1	2,5%
	Daily	0	0%
	Total	40	100
Using computer in other places	Never	14	35%
	Rarely	15	37,5%
	Once a week	1	2,5%
	2-5 a week	5	12,5%
	Daily	5	12,5%
	Total	40	100

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Respondents were asked to rate their access to potential computer devices in different settings. Computer access was represented by a mean score on a 5-point Likert scale ranging from 1 (never) to 5 (daily). As it can be discerned from Table 3.12, home represented our respondent's most frequent place of computer access as all of them (100 %) stated that they used computers at their homes in a daily manner. Conversely, surprisingly, the use of technology devices at the university is very minus as 72,5 % of the students rated never, 22,5 % rated rarely, and finally, 2,5 % of them rated once a week and 2 to 5 a week similarly. Meanwhile, in the last option, other places, rarely was chosen as an answer by 37,5 % of the students. Nevertheless, 12,5 % revealed that they were users of computers across different contexts set aside at home and university. 2,5 % revealed using computers rarely or once a week. This can be justified by the absence of these technological tools in those places.

Question three: Have you ever studied English using any Computer-Assisted Language Learning (CALL) tool?

Table 3.13: Students' Computer Access in the Classroom and Types of Technological Devices Used.

	Scale	Frequency	Percent %
Have you studied English via CALL	Yes	22	55%
	No	18	45%
	Total	40	100%
Responses			
Type of CALL used for learning	CALL type	Frequency	Percent%
	Application on a computer	2	5%
	Book supplied CD-ROMs	0	0%
	Internet sites: platforms	17	42,5%
	Blogs	2	5%
	Chat (social network groups)	0	0%
	Other (zoom)	1	2,5%
	Total	22	55%

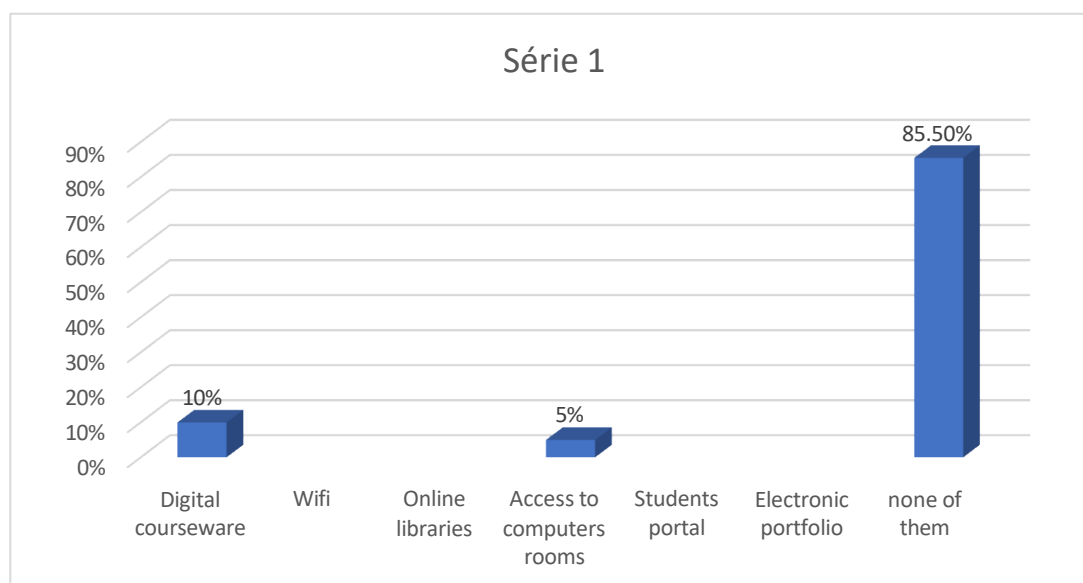
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Table 3.13 represents the results of question number three, which focused on exploring students' use of technological devices in learning and the types of CALL tools they use. It is worth mentioning that participants could choose more than one alternative in the fifth question. A close percentage was evident when they were asked if they had taught through technology before. 55 % of respondents claimed using ICT for learning purposes previously.

However, 45 % they did not, as for the type of CALL that informants used, internet sites were the most popular among the students with 42,5 % (*among the cites mentioned: British council, UK essays, academia.edu, and recently Zoom*), followed by application on computer and blogs with 5 %, lastly, the option “other” 2,5 % was mainly dominated by podcasts.

Question four: Does your department offer any of the following to support the use of technology in education?

Figure 3.32: The Use of Technology at The Level of English Department.

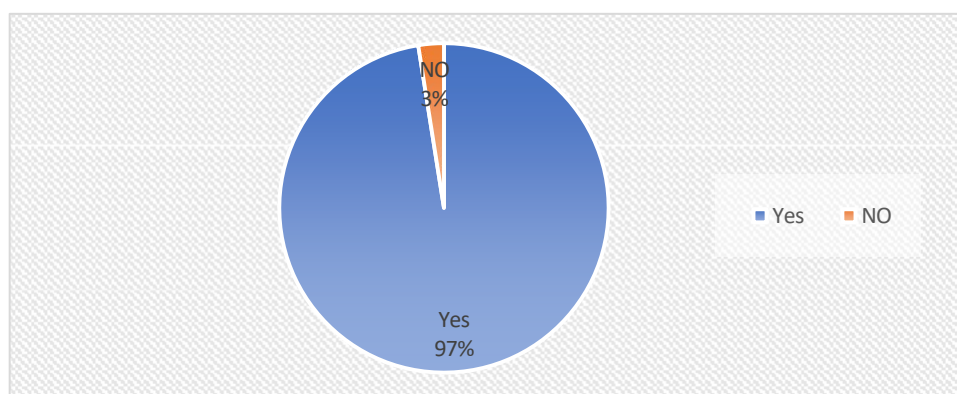


From figure 3.32, we can notice the absence of ICT facilities and resources. Only 10 % of the informants expressed having digital course-ware as basic equipment for technology usage in the educational practices. In the second position, 5 % stated access to computer rooms, which were described outdated and inadequate for studying. Needless to mention the rest of the items listed (*Wi-Fi, online libraries, student's portal, and electronic portfolio*) because respondents remained negative and did not state any one of them.

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Question Five: Do you like the integration of technology in the classrooms?

Figure 3.33: Students' Desire for Technology Integration.



The figure 3.33 illuminates the respondents' responses towards technology integration; it is pretty clear that the majority, 97 % of the students, preferred using technology during whole-class instruction. They believe that integrating simple technological resources can make a significant difference in their classroom engagement.

Question six: Have you ever been introduced to e-portfolio tool?

Table 3.14: Students' E-Portfolio Provision and Perceived Purpose.

	scale	Frequency	Percent
Have you ever been introduced to e-portfolio tool?	Yes	17	42,5%
	No	23	57,5%
	Total	40	100%
Responses			
	Possible answers	N	Percent
The purpose of introducing e-portfolio in education	Teaching and learning	7	17,5%
	Assessment	3	7,5%
	Peer assessment	1	2,5%
	Self- assessment	6	15%
	Others	0	0%

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The table 3.14 displays the results of question number six, our respondents seem to be unfamiliar with e-portfolio tool as 57,5% of the students had not been introduced to it before, insisting that teachers preferred chalk and talk methods. Whereas the remaining 42,5 % had already used it.

When they were asked what for, 17,5 % answer to promote teaching and learning. 15 % considered it as useful tool for self-assessment, 7,5 % stated assessment usage in general, and finally, 2,5 % saw it as a space of sharing with others and foster peer assessment.

Question seven: Do you believe that e-portfolio enable you to improve your learning outcomes?

Table 3.15: Students' Assumption about the Benefits of E-Portfolio to Develop Their Learning.

Informants	Responses
Informants1	<i>University doesn't provide any material that can be used to e-learning</i>
Informant 2	<i>For me, e-portfolio is the best way to write essays, be assessed by the teachers and even it can catch our interest by using internet</i>
Informant 3	<i>It is helpful to improve our skills and in gaining time, also to see others work.</i>
Informant 4	<i>It helps us to improve our skills in writing.</i>
Informant 5	<i>I don't know about it.</i>

In table 3.15, students express their beliefs and assumptions about e-portfolio utility to improve their learning outcomes. The answers differed from one student to the other. 12,5% of students' answers varied between positive and negative views. Three students considered e-portfolio as virtual space where they can evaluate their academic work critically, reflect on it, and finally make connections among different courses, assignments, and activities. Other students passively blamed the department for the availability of any aids that would help them use any sort of technology. And the fifth and the last students stated it clearly that s/he had no idea about it.

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1.11. The discussion of students' questionnaire results

The present section is devoted to the analysis and discussion of the data collected from the above-mentioned results of students designed and administered questionnaire. The questionnaire findings provide not only insightful information on the learners' profiles but also identify students' writing lacks and needs. The subjects' answers also reveal critical data and facts about learning, teaching, and evaluation of writing that they have received so far. Indeed, their perception and willingness to use technology in CWE module. All these are explained in the following four sections.

1.11.1. Section one: General Information

The first section of the questionnaire clearly shows that the majority of third- year students hold unfavorable disposition towards writing and written composition in English. The findings further demonstrate that learners experience a range of difficulties when expressing their ideas in written form. The data also indicate that students engage in writing task only when it is formally required, this reflects a limited intrinsic motivation for written work. Many students reported being easily distracted when completing a writing assignment. this issue makes students struggle to sustain the level of cognitive focus necessary to effectively perform, thereby diminishing both the quality of their work and their overall confidence as writers.

Additionally, many students express persistent feelings about doubt, low confidence, and general lack of enthusiasm for writing. Some students admit that the challenge starts at the beginning; as they struggle to generate ideas and formulate appropriate starting point. When these obstacles are in the student's mind, such affective and cognitive barriers appear to undermine students' willingness to write and contribute to formulate a negative attitude toward writing, which will directly affect their final written work. In this context, Fitriani (2019) states "writing apprehension is strongly associated with avoidance behavior and lower writing performance," this reinforces the idea that many students view writing in English as cognitively and emotionally demanding. As Hyland (2003) notes, anxiety and low confidence "significantly hinder engagement and ultimately limit writing performance."

1.11.2. Section two: Writing Skill

Writing is a complex activity because it implies the mastery of grammatical devices, conceptual thinking, and judgmental aspects (Byrne, 1988; Heaton, 1975). Indeed, Byrne

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(1988: 4) argues that these writing complexities are due to psychological, linguistic, and cognitive problems. Grabe and Kaplan (1996:6) claim that writing is acquired through much practice and continuous effort. Likewise, Norish (1993:65) points out that in writing there is an individual intention to report information without external assistance, unlike speech. Because the concern of focusing on the grammatical and lexical structures of writing is of greater importance compared to speech. Accordingly, Nunan (1989: 36) comments on the difficulty of writing, emphasizing on the writing nature and its cognitive activity:

“Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation and letter for action. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.”

In parallel with the challenges associated with writing proficiency, this section reveals that the majority of students express dissatisfaction with their writing skills, since writing is difficult for both native and non-native speakers, and the results suggest that an overwhelming number of students are dissatisfied with their writing ability. Obviously, writing is difficult because it requires simultaneous work on many aspects of language, including vocabulary, grammar, content, organization, communicative purpose, audience, spelling, punctuation and writing conventions, among others.

In fact, Ur (1996:163) states, “Although a written language behaves like speech, writing is subject to more exacting linguistic criteria. Writing needs more syntactic precision, accuracy and conventions of writing”. Further, Ur, notes that writing is often more chaotic when writing with a huge number of drafts to finally producing a version that makes sense. Therefore, in order for students to produce more effective writing closer to the level they are capable of, they must realize that each step in the writing process is equally important in developing a solid, clear, and coherent final draft. This view is supported by Flower and Hayes’ (1981) cognitive process theory, which explains that writers constantly move back and forth between planning, translating, and reviewing, making revision not a final stage but a continuous mental activity. Therefore, students must recognize that every stage of the writing process is equally important; these include generating ideas, planning, drafting, revising, and editing, when investing time

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on each step, writing will be more logic, solid, organized, and coherent, reflecting both linguistic accuracy as well as communicative effectiveness.

1.11.3. Section three: Assessment Procedure

First and foremost, the questions in this section have revealed several interesting issues concerning assessment practices and feedback delivery. Students' interest in assessment procedures is globally influenced by how frequently they are assessed and by which aspects of their work are evaluated. Notably, many students express a preference for alternative assessment methods, such as online assessment.

This approach allows to evaluate a broader range of skills, offers a more personalized assessment experience, and responds more effectively to diverse learning requirements. Therefore, the use of varied methods for assessing students' writing has become increasingly prominent. Teachers are now exploring and experimenting alternative scoring techniques in order to determine which approach are the most efficient and pedagogically appropriate. Subsequently, fairness and technical concepts issues -particularly validity and reliability- have also come to the fore.

Holistic scoring entails assessing a piece of writing as an integrated whole, focusing on the overall impression it conveys. In this approach, the scorer reads the student's response and a global score is awarded based on the overall merit of the work. In contrast, analytical scoring involves evaluating student writing as a separate component. This method provides a more detailed and systematic evaluation, emphasizing on specific strengths and weaknesses in students' writing.

However, a gap appears to exist between the efforts students make in examinations and how teachers or assessors review their work. As reported by some participants, most of them refused to be assessed by the current assessment techniques since they believed that they did not reflect on their actual capacities, students believe that their production is judged based on the teacher's subjectivity or personal preferences rather than objective criteria, and therefore, it should be reconsidered from the point that teachers still evaluate their students' written performances in traditional manner often once a month or even once a term. They generally use techniques that go back to the psychometric tradition and assess aspects of the writing production instead of the processes that generate it.

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The incompatibility of the teachers' practices is further highlighted by their inability to distinguish between the objectives of the main assessment procedures, namely the midterm examinations and continuous assessment. The teachers at the department of English of Sidi Bel Abbas University consider and use the two assessment procedures in the same manner. In particular, they often ignore the formative function of continuous assessment and use it in the same way and for the same purpose, i.e., use it only to certify the student's level and assess aspects of the writing performance, such as grammar. Teachers generally neglect the broader pedagogical potential of continuous assessment to support learning and teaching, provide ongoing feedback, and foster the development of students' writing over time.

Indeed, the tests used as midterm examinations rarely result in any remedial work to address either ineffective teaching practices or students' misunderstanding. Therefore, improving the implementation of formative continuous assessment (FCA) is crucial in education. FCA provides valuable information about learning that can be used to identify learners' strengths and needs, provide feedback on the teaching and learning process, inform and guide instruction, motivate learners' attention and effort, and serve as a foundation for ongoing learner evaluation. FCA can enhance both teaching effectiveness and students' learning outcomes.

In order to make writing tasks less threatening, teachers' feedback plays important role to support learners who struggle with composition, helping them to find writing interesting as well as giving them a sense of accomplishment so that they will be better motivated for the next writing task. Students may prefer teachers to correct all surface-level errors; as a result, error identification -where teachers locate mistakes by circling or underlining them- remains one of the most widely used techniques in responding to second language learners' writing. Indeed, Lalande (1982) and Robb et al. (1986) argue that systematically identifying L2 students' grammatical errors can increase writing accuracy and improve overall level of writing performance. Cardelle and Como (1981) reason this, stating, "Specific feedback on errors draws attention to material not adequately learned, allowing the students to focus there and not be distracted by too much re-examination of work done well". Furthermore, other researchers have emphasized the use of error identification along with self-correction and revision, as this approach encourages learners to engage actively with their own writing.

In question number eleven, all the students reported using teachers' feedback as the major technique to enhance their writing, carefully considering every remark. On the one hand, it is encouraging that students benefit from their mistakes reconsidering all teachers' responses,

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however, the findings also reveal that many students do not make any effort to rectify their low achievement independently, as they are too depending on the teacher and do not show any commitment to practice outside the classroom. Developing writing skills requires consistent effort and regular practice, engaging in frequent writing not only reduces students' anxiety about the blank page but also enables them to develop a unique style, thereby, producing dramatic improvement in the quality of their writing.

1.11.4. Section four: ICTs

Questionnaire analysis reveals a significant number of students who do not use ICT tools on a daily basis. As for the use of technology in learning, results came congruent (compatible). They considered the technology integration process far from being generated, especially in the CWE module, since e-learning is only used for material presentation and practice (for example sending their essays via e-mail.)

As for students' likelihood to adopt an e-portfolio, it was measured by exploring the perceptions of its usefulness and ease of use. Although there is a considerable percentage that they had no prior knowledge of e-portfolio, while living in an era dominated by technology and being part of a generation widely referred to as the e-generation raises critical questions about students' overall ability to benefit from educational technologies.

First, teachers' inability to afford a computer and other technological devices can be attributed to two main explanations. On the one hand, teachers insist the role of the department to supply them with ICT equipment, on the other hand, the nature of the module cannot be taught otherwise (through digital means). The second reason is the students' mentality as nowadays generation tends to favor smaller and more portable devices such as smartphones and Tablet PCs over traditional computers, consequently, students are often less inclined to complete assignments with the level of precision and attention to details as it is required.

1.12. Students' written assignments and examinations analysis

This section is concerned with analyzing students' written production during the examinations to evaluate their performance, whether it is weak, average, or good. The papers of three distinct modules are collected, already corrected, and graded by the university teachers in charge of

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these modules. The analyses cover the basic structural elements of an assignment taking into consideration both the form and the content components of the assignments.

- Grammar accuracy
- Vocabulary, word choice and content
- Mechanics (spelling, punctuation)
- Organization of the text (coherence/cohesion)

1.12.1. Grammar accuracy

Grammatical inaccuracies directly affect the clarity of students' writing, particularly, managing tenses is a critical issue. The most common errors identified in students' papers include; incorrect use of auxiliaries, verb tenses, articles and prepositions, word order, as well as inappropriate sentence structure. In addition, the inconsistent use of tenses makes writing sound unclear and poorly structured, this weakens the overall language quality.

These examples are extracted from students' written papers that illustrate the types of errors commonly observed:

- First the use of technologie in education helps alot and gives more opportunities the students or teachers in the scientific reserches, it simplifyes and makes them close to others universities and reserchers in the world.
- Technology still surprises us with it's greats role and we have to thanks it and try use it in a good way
- Many countries have developed in technology such as computers, smartphone, internet, all thes new inventors have important role in education because its facilates many deals between teachers and students, so how can these development cross the problems of education?
- So the technology play a crucial role in education and make very large changing in the world
- Today the computer has been became something very nessecery.

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1.12.2. Vocabulary, word choice and content

Using formal language in academic writing typically requires the adoption of appropriate and specific tone and the use of precise vocabulary. Surprisingly, the majority of errors identified fall within the domain of lexical semantics, for instance, the use of inappropriate expressions in academic context, especially, in terms of nouns and verbs, even when students select suitable expressions, they frequently combine them in ways that are semantically incompatible, resulting in inaccurate expressions.

These examples are drawn from students' written production;

- Every one in the big countries can use the technology in his life, at home, in work, in university in schools, specially in universities and schools, because its help the students to learn and research and facilate communication...
- In the past the student deal in her researches with books in library but now it use many applications
- ... and send it by internet to teachers spically the student in university it so useful.

In academic writing preciseness and conciseness are important, therefore, the use of unnecessary and complex words dilutes the work and makes it more difficult for the readers to grasp the intended meaning, this not only obscures the ideas but also detracts from the overall coherence of the text. However, students often show no remarkable improvement as far as their writing is concerned; they either put excessive and irrelevant information or prefer to write what other authors said word by word instead of summarizing or even producing original ideas. Academic writing is not determined by the length of the essay but by the purposeful selection of the language, each word has to be strong and concise to convey the intended message clearly and accurately.

1.12.3. Mechanics (spelling, punctuation)

Though spelling errors are very minor points when mistakes are considered, they remain one of the most common mistakes identified in students' essays. In some cases, they were due to students' carelessness, and in other cases, they were the result of negative transfer or incorrect translation. This makes the work week and ineffective.

These are examples from students' papers;

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- This until it change our lives from the bad to the good.
- Back to what has been sad previously
- It make the world small in order using social media to chatting ... to learn more about their culture.

Besides the capitalization rules which can be assert that it is neglected in students' essays, punctuation on the other hand is another handicap in students writing, causing the reader to either misunderstand or not understand anything at all.

Examples:

- Even it has a dark side or negative things for it makes our lives better and easy and it provide a lot of time and it is very helpful
- Students teachers or even the administration especially in the case of the lack of possibility to regroup in establishment as we saw in the last epidemic "covid19" students received their courses at home using Emails. And pdf application and sent their home works online so the technology made the distances short and survived the school year.

3.6.4. Organization of the text (coherence/ cohesion)

Concerning the organization of the text, a high level of ignorance of how ideas and thoughts are organized in the text has been remarked. Most students do not show a logical development of ideas and arguments dealing with the subject matter they are developing. Most of them fail to use the linking devices to separate and connect ideas and sentences, leading to an ambiguous or loose sentence construction or too long and complicated sentences that can confuse the reader. Additionally, an excessive repetition and redundancy of words, clauses, and expressions. Finally, the flow of the essay and its content are not planned so that assumptions presented in the initial sections of the paragraph are well justified by its end because too many assumptions are all justified within the word limit prescribed, thereby, undermining the depth and clarity of the work.

1.13. The discussion of students' written assignments and examinations

This section provides an in-depth analysis of students written assignments and examinations; how they perform in terms of their language abilities and the overall structure of

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students' essays. The researcher focused on the common errors, conceptual misunderstanding, and areas requires more support and effort.

Unity, coherence, and cohesion

Writers usually aim to produce a piece of writing where the vocabulary is carefully selected, the sentences are logically connected, the ideas are clearly expressed, and the paragraphs are coherently organized. Based on students' written assignments and examinations, the data indicate that a considerable number of third-year students are aware of the importance of coherence and cohesion in academic writing, yet they find achieving them quite difficult. Wenyu and Yang (2008) indicate that students who follow a clear outline and plan are able to organize their ideas and establish meaningful relationship between them; the reason for this difficulty could be described to the fact that they do not have enough knowledge about cohesive devices, academic vocabulary, and structural and organizational conventions required in academic writing.

Clarity and topic relevance

From the students' papers, the researcher confirmed that 3rd-year students do not check the assignment requirements carefully since they never make a concerted effort to answer directly the topic and support it with appropriate literature. As Frank, Haacke, and Tente (2003, p.170) mention, students might be unfamiliar with their teacher's expectations concerning selecting the appropriate "literature from the wealth of publications available." This difficulty could be attributed to the lack of confidence and lack of teacher assistance during the lectures. As 100% of the students declared that teachers never provided direct support while writing. Consequently, students' essays often fail to maintain relevance to the assigned topic, and demonstrate weak integration of academic sources.

Finding their academic voice

Finding their voice among other writers' voices is challenging for 3rd year students. For instance, making a balance between their original thoughts and scholarly sources is difficult to achieve. The reason might be the lack of confidence and fear of judgment. Another reason is students face difficulties synthesizing sources because of limited experience. Consequently, they might feel unconfident to include their ideas among other writers' ideas.

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Using and acknowledging sources

While the last challenge focused on conveying personal thoughts in writing, this section emphasizes the difficulties students confront when attempting to integrate others' perspectives with their own. According to the participants' work this issue involves three key aspects: paraphrasing, citations, and referencing. Students often struggle to paraphrase ideas from the sources accurately; this can lead to unintentional plagiarism. Additionally, they frequently encounter difficulties in applying the correct citation conventions because students show less familiarity with academic referencing style, such as APA or MLA, including in-text citations and referencing lists (misapplication of rules for direct quotations or paraphrasing material). These lead to inconsistencies and errors making the work uncredible and compromise academic integrity and the originality of the submitted work.

1.14. Administrators' interview analysis

Administrators' interviews were conducted with the vice-dean of Faculty of Letters, Arts and Languages and the then the head of English Language Department respectively. It is worth mentioning that both interviewees are also teachers' members at the department of English, the fact that allows them to have a comprehensive understanding of the actual state of technology within the department. Through a set of open-ended questions, the researcher aims to identify the position and corporation of administration in technology implementation. The responses of both interviewees are structured in terms of three points, which are summarized as follows:

- Current situation and obstacles of ICT.
- Perceived solution
- Future ICT project

1.14.1. Current situation and obstacles of ICT

The first question was addressing the main aspect that impeded the usage of ICT and internet access at the level of English department. As a whole, both interviewees stressed the role of teachers in terms of the skills needed for the good employment of ICT, in addition to the resistance they face towards experiencing new methods since they are already accustomed to a particular way of teaching practices. their responses were as follows:

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.Table 3.16: Informants' Views on the Future of ICT Use

Informant 1	Informant 2
– <i>It is often up to the teacher to make more efforts and make technology a part of his classes. And change the way they deliver the information.</i>	– <i>Technology is an opportunity to change but also we have to keep the same principles of education since the teacher is always considered as pillar. They have to be passionate and ready for the change as the first step.</i>

1.14.2. Perceived solution

As for question number two, it sought to identify the main solutions that can be done to overcome the above-mentioned problems. In their opinion there are two major solutions, namely, teachers' training and adequate technological equipment. According to the respondents, teachers training is essential for the efficient and effective practice of ICT in the classroom, i.e., to be more familiar with technology tools and make them a part of their instructional practices, teachers should accept training because it reports higher levels of student engagement, improved outcomes, and the acquisition of different digital skills.

Moreover, needed materials and ICT tools, namely, language laboratories, overhead projectors, and internet connection, are other factors that enable teachers to integrate ICT in classrooms to achieve educational objectives in more successful manner. The respondents' answers were as follows:

.Table 3.17: Informants' Perceptions of ICT Implementation

Informant 1	Informant 2
– <i>If you have the materials and you do not have the skills it will be problematic. The focus should be on teachers and their willingness to make difference and push the whole situation to be better.</i>	– <i>Various efforts have been made to promote ICT integration in teacher education, now it is time for accept the change.</i>

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1.14.3. Future ICT project

The last question was devoted to investigating any future projects or actions that the administration has the intention to do towards the incorporation of technology at the English department. It is evident that, if digital devices are used appropriately, they will greatly support the process of teaching, learning, and assessment practices across classrooms and university as a whole. They can be an effective tool, particularly in improving quality of instructional content and methodologies, however, both participants did not show any intended willingness or concrete plans to adopt such initiative, either now or at least in the near future, their answers were limited to the following:

Table 3.18: Technology integration in English Department

Informant 1	Informant 2
– <i>For the moment, no</i>	– <i>We hope for more, but I always put attention on the correlation between both the teachers and the staff for the one reason which students benefits.</i>

1.14.4. The discussion of administrators' interview

First and foremost, the interviewees agree on the fundamental role of teachers in making such a move, as they believe that the integration of ICT takes much more than putting facilities in place. However, teachers' desire, mentalities, and capacities in dealing with technology are the key elements. The effective use of technology involves adopting and adapting new situations, being open to change, and knowing the importance of computers and their worth. The two participants confirm that the problem of mentality and resistance is not limited to the heads of faculty but also to teachers, specifically old-fashioned teachers or those who prefer to stay in their comfort zone with the traditional method.

According to the participants, there is another critical issue is that the ICT training course, which is designed to support teachers' skills in technology integration. At the same time, they put no importance on specialized training that focuses on the pedagogy and limits it on how to use those new materials. As a result, teachers may learn how to operate digital materials without understanding how to integrate them meaningfully into instruction. However, ICT should be

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integrated, taking into consideration solid pedagogical foundation and clear practical model, these practices should rest on three pillars: relational pedagogy, developmental appropriate practice, and inspiring learning environment.

One of the most important contributions of ICTs in education is easy access to learning. Through the use of ICTs, students can benefit from educational resources such as, the e-books, sample examinations, and pervious research. Students can also connect with resource person, mentors, experts, researchers, professionals, and peers of any field of research. This advancement enhances the quality of education and provides opportunities to learn inside and outside the classroom. Overall, teachers use online materials to support their teaching, and students to deepen their knowledge.

1.14.5. Interpretation and discussion of the main results

Teacher' and student' questionnaires, students writing assignments and examinations, and administrators' interview were intended to explore 3rd year students' perceptions, experiences, and attitudes toward writing instruction, assessment practices, and the integration of e-portfolio and technology in the educational process, particularly how these tools affect their learning and engagement as far as academic writing is concerned. Additionally, we attempt to identify the possible solutions in order to address students' deficiencies and help them develop their academic writing proficiency to meet academic standards expected at the university level. In the light of these objectives, the researcher tries to verify the research hypotheses and answer the research questions.

The overall results indicate that both the teaching method and the learning environment are the main causes of students' weaknesses in writing. Their weak qualification in writing is either related to students' low motivation, or lack of teachers' interest and engagement. Many learners struggle with limited vocabulary and unfamiliarity with academic conventions because of the isolated culture. Yet, methods of teaching and assessing writing included the medium of instructions and lack of writing practice and feedback in educational courses, all these issues led to poor academic performance among students.

Regarding the first hypothesis, which posits that 3rd year students display a weak writing proficiency level in different areas of language, interesting results were obtained. These students struggle to meet the complex demand of academic writing conventions, the writing failure they have experienced is categorized into linguistic, organizational, rhetorical, and

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strategic deficiencies, each of which can hinder their academic performance to achieve successful academic papers.

First, the results of students' questionnaire confirm what was analyzed in students' assignments and examinations. The results revealed that 3rd year students exhibit problems in syntax and grammar, these linguistic failures manifest in persistent errors at the level of verb tenses, subject-verb agreement, and sentence structure, in addition to choice of vocabulary and organization of ideas. Such deficiencies are aggravated by over-reliance on literal translation from the students' first language. Students generally use their mother tongue in academic contexts due to language transfer caused by the isolated culture, which often produce awkward expressions. As Hinkel (2004) notes "EFL academic texts tend to include non-native like linguistic forms that affect clarity and cohesion" (p.5).

Second, it was evident that most of the students face problems in writing in structure and content of the essay, in terms of organization, 3rd year students have difficulty structuring their essays, according to Nesi and Gardner (2012), "academic writing demands a clearly structured argument with a logical flow of ideas, something many EFL learners are not trained to produce in their educational background" (p.34). Students' essays lack clear thesis statement, this is demonstrated by poor body development, weak topic sentences, absence of transitions, and unclear supporting ideas.

Third, the results reveal that students remain particularly limited in applying techniques related to tone, academic style, and relevant citation, which are essential components in academic writing. This weakness is largely due to insufficient practice, lack of familiarity with academic discourse conventions, and limited exposure to authentic writing tasks. Students often receive minimal guidance of how to cite and paraphrase correctly; thus, teachers should create more opportunities to practice these techniques in formal contexts using descriptive feedback, such targeted and continuous support can develop students' motivation to produce academic and ethical written work.

Finally, cognitive and strategic aspects also influence writing practices, most of 3rd year students, while composing have difficulty applying some writing techniques such as revising and editing because they do not know what those techniques are about. As it is revealed by data analysis, in addition to students' problems in writing mechanics and layout. Besides students' incapability to address topics clearly and systematically, students also lack effective strategies

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like planning, drafting, and revising their work. All these problems originated from students' unfamiliarity with the writing conventions.

The second hypothesis states that the inadequate methods used by the teachers for 3rd year students in writing are related to the current assessment procedure. It should be noted that the insufficient and ineffective assessment strategies contribute to students' weak writing performance, assessment criteria prioritize linguistic correctness over communicative effectiveness and analytical depth, therefore students are less likely to engage in writing processes.

Additionally, the lack of formative assessment techniques, such as peer review, feedback, and process-oriented writing tasks, limits students' opportunities to reflect on and improve their writing over time. As Lee (2017) argues, "Assessment that focuses only on final products fails to support the learning process that writing entails" (p. 213). In such environments, students may resort to memorizing templates or translating ideas directly from their first language.

Moreover, teachers may not receive sufficient training in alternative assessment practices, such as e-evaluation or e-portfolio assessment which is aligned with academic discourse conventions. As a result, writing instruction remains static and misaligned with both students' developmental needs and the academic standards they are expected to meet. In this context, a routine must be established which aim is, first, to familiarize students with the integration of technology in terms of ease of using different related tools, and second, to enhance students' awareness about the importance of each stage in the writing process.

The hypothesis is further confirmed by evidence showing that combining multiple assessment methods—particularly e-assessment and e-portfolio assessment—with frequent writing practice and formative assessment has a strong positive impact on students' essay writing performance. The Lack of students' practice sessions is another dilemma because students should have the opportunity to write and practice what they have learned frequently, as "students learn to write best when they write frequently, for extended periods of time" (Peha, 2003, p. 3). Regular writing tasks allow students to practice and internalize academic writing conventions, develop fluency, and gradually refine their ideas and language use. When this frequent practice is supported by formative assessment, learning becomes an ongoing process rather than a one-time evaluation. Through e-assessment tools, students receive timely, constructive, and criterion-referenced feedback that guides revision and improvement.

3.9 Conclusion

Chapter three analyzes and interprets the results of the questionnaires, interview, and students' corpus as the first step toward answering the research questions. The first section is devoted to both teachers' and students' questionnaires as well as a corpus of students' assignments and examinations. First, the obtained results are discussed to diagnose the teaching, learning and assessment of writing and its strengths and weaknesses. Academic writing skills at the tertiary level need improvement and need to be reconsidered following scientific and pedagogical principles. For instance, it raises learners' awareness about the importance of each stage during the writing process and builds confidence by guaranteeing enough time for practice, free writing, and active integration in the writing process.

Second, teachers' and students' attitudes require more work toward integrating technology in teaching, learning, and assessment writing skills, particularly computer-based evaluation, as they remain reserved regarding a number of aspects. However, students show more excitement, emphasizing the efficacy of technology integration. Especially the e-portfolio tools and their utility in grasping their attention and willingness to make more effort. Finally, the administration's interview results confirm the urgent provision of ICT equipment and its importance in the department.

The subsequent stage will involve drawing on the collected data to design the experimental instruments and to empirically investigate the impact of e-assessment on students' writing performance. This phase will establish the methodological framework for examining the effectiveness of technology-enhanced assessment practices.

CHAPTER FOUR: EXPERIMENT PROCEDURE AND ANALYSIS

4.1. Introduction

Aligning symmetrically with the previous two chapters, this one further orients the actual design of the present work. Based on what is found, the use of technology is one of the requisite issues that was lacking in the writing module, respectively, in teaching, learning, and especially assessment of writing skills. For the sake of answering the third research question, the fourth chapter is designed to first experiment technology-based assessment on the writing module, in addition to assessing the outcome of such implementation on students' writing disabilities.

It is worth mentioning that the following chapter represents the final step of the empirical work. First, an e-portfolio platform is created and designed to match the identified learning objectives. Then, a detailed description of the platform is presented, in addition to the implementation procedure and adaptation process. Moreover, this chapter also presents the criteria of the assessment and the scoring rubric of the test. Next, the experimental results will be presented according to the pre-treatment phase and post-treatment phase, in order to compare learners' writing achievements within each individual group during the second semester and later on compare the results of the two groups before and after the application of the treatment. Finally, an analysis and discussion of the results obtained from the post-test and the post-experimental questionnaire will be conducted.

4.2. E-portfolio writing assessment

Utilizing e-portfolios in education in general, and in pedagogical settings in specific, offers authentic and reliable means of assessment. Initially, assessment gathers evidence about students' knowledge at various times and in different contexts (Nasab, 2015). Thereby, it provides the teacher with comprehensive picture about teaching-learning process based on the students' needs. As to Martell and Calderon (2005) note, assessment is an ongoing and systematic process that involves planning, discussion, consensus building, reflection, measuring, analyzing, and improving based on the data and artifacts gathered about specific learning objective. Assessment encompasses a wide range of activities, including testing, performances, project ratings, and observations (Orlich, Harder, Callahan & Gibson, 2004)

The integration of information technologies and e-learning strategies provides an efficient and effective means of assessing teaching and learning effectiveness by supporting traditional,

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authentic, and alternative assessment protocols (Bennett, 2002). As Vendlinski and Stevens (2002) suggest, technology introduces innovative evaluation practices that generate richer data sources and broaden teachers' capacity to monitor learning and to enhance teaching effectiveness. The use of technology and e-learning to support various components of the assessment process, including pre- and post-testing, diagnostic analysis, student tracking, rubric-based evaluation, the support and delivery of authentic assessment through project-based learning, collection of learning artifact, and data aggregation and analysis.

Particularly, Weigle (2002) believes that traditional methods of assessing writing are incomplete and inadequate for several reasons. First, he highlights the limitations of evaluating students' writing abilities based only of a final draft produced under limited time constraints and on topics which students may be unfamiliar with. Such controlled conditions do not capture the complexity of writing competence. Second, he maintains that a single piece of writing is insufficient to reflect on students writing performance level. Moreover, teachers more often fail to make accurate and fair judgement about their students' written work when relying exclusively on traditional assessment. Thus, in the same line with Nunan (2003), Weigle (2002) believes that writing should be taught as a process. On the other hand, it should be assessed as a process (through regular, varied, and continuous assessment approaches). Consequently, According to Pourverdi Vangah, Jafarpour, and Mohammadi (2016), in traditional methods of assessing writing, the teachers act like a reader and an editor. First, reading the work and then editing it taking into consideration only grammatical and mechanical mistakes, rather than addressing broader developmental aspects of students' writing.

Due to the crucial and indispensable role of writing as a language skill in foreign/second language (L2) learning and teaching, the way it is taught and assessed is of paramount significance. According to Muslimi (2015), portfolios have become increasingly popular among educators and language teachers, it is considered as an alternative approach in both EFL and ESL contexts, serving not only as an assessment tool but also as an instructional support to help students for examinations and assignments. Moreover, with the rise of technology uses in education, it is necessary to integrate both computers and Internet in the process of language learning and teaching, particularly in the development of writing skills.

Furthermore, technologies that are gaining popularity in e-learning and seen as the most promising methods for meeting assessment goals and objectives are electronic portfolios. Electronic portfolio (e-portfolio) has been described as innovative tool that advances

assessment practices in higher education. In fact, many colleges (Abrami & Barrett, 2005; Attwel, 2005; Wade, Abrami, & Sclater, 2005) and universities have spent recent years establishing electronic portfolio systems. Regarding the effectiveness use of electronic portfolios in language learning and assessment, particularly in writing, Collins (1992) argues that e-portfolio assessment has shifted the traditional assessment of writing and introduced a new scoring system whereby the teacher shares, controls, and works collaboratively with students. According to Pourverdi Vangah, Jafarpur, and Mohammadi (2016), an electronic portfolio is not only instructional assessment technique but it is a tool that provides evidence of students' skills and knowledge. Furthermore, e-portfolio assessment offers authentic information about students' progress and supports students to overcome their writing-related anxieties in foreign or second language learning contexts.

4.3. The experiment

The widespread use of computer software and digital applications in teaching and learning across tertiary institutions has made technology an important aspect in higher education. Assessment as an integral part of this institution, should equally benefit from this implementation. Being never investigated in the writing module of 3rd-year students in the department of English at Sidi Bel Abbes University, an experiment is conducted in parallel with the aim of investigating and evaluating the outcomes of such implementation on students writing abilities.

Martyn (2010, p.65) further defines an experiment as “an empirical investigation under controlled conditions designed to examine the properties of, and the relationship between, specific factors. It is the bedrock of research in the physical sciences and it is regarded by many social researchers as a model of good practice”. While The experiment tends to be linked with white-coated scientists working in a laboratory, using highly sophisticated equipment to measure aspects with extreme precision. The point of experimenting is to isolate individual factors and observe their effect in detail. Through this process, experiments help researchers discover new relationships or properties related to the phenomenon under investigation, or test and validate existing theories.

4.4. The Description of the platform

The notion of assessing through online assessment is not new. In response to the demand for alternative techniques and strategies in language assessment, in parallel with the growing adoption of technology and computers in language education, e-portfolios have gained more attention in scholars recently. As defined by Abramson and Barrett (2005), an Electronic Portfolio (EP) is a digital repository which can store multimedia content, including text, images, video, and sound.

Electronic portfolios (EP), also known as Web-based and online based assessment, are new in language classrooms compared to other alternative assessment methods. E-portfolios have proved to be a valuable resource for both language teachers and ELL learners. In the context of the present study, for the purpose of online assessment, e-portfolio seems to be the appropriate tool to achieve the appointed research goals.

Subsequently, the integration of new methods in writing assessment becomes increasingly necessary, since different learning environments require various approaches with specific purposes and functionalities. In this context, both teachers and students encounter new challenges. Teachers are responsible for implementing an e-portfolio, while students actively participate in its development, improving their ability to reflect on their achievements, establish communication, and receive constructive feedback.

Accordingly, the researcher steadily uses the e-portfolio tool for four significant reasons:

- A tool for learning, designed to promote deeper learning by enabling students to examine and reflect on their own educational processes.
- A tool for assessment, designed to evaluate students' educational outcomes.
- A tool to demonstrate students' achievements and progression for a goal of formative assessment.
- A tool to support students' learning and self-awareness by enabling continuous observation of students' development.
- A tool to make students' work visible and accessible to others.

In a study conducted with a group of twenty-four (24) students, during eight weeks, students received continuous support throughout the process. The teacher could immediately identify misunderstandings or misleading and adjust instruction accordingly. Notably, students

demonstrate significant progression not only in writing skills but also in motivation and engagement. This approach highlights the effectiveness of student-centered model of formative assessment by actively engage learners in the assessment process. It is purposefully designed to address students' needs and weaknesses, thereby supporting writing development and continuous improvement.

The primary purpose of an e-portfolio assessment is to record and document what a student has learned over a period of time. The curriculum content determines what students include in their e-portfolios (error-free essays and different types of essays). Additionally, students' engagement in their learning helps them to perceive the e-portfolio process to achieve the curriculum objectives, mainly differentiating between different types of essays, each with a unique purpose, defined outline, and specific structure and content,

4.5. The Implementation of the platform

Implementing an e-portfolio offers significant benefits for both teaching and learning. E-portfolio plays a role to create “balanced student”; it facilitates the holistic assessment of students and encourages students' formative assessment. Besides, by identifying their learning needs and tracking their academic progress, e-portfolio supports them for continuous learning and improvement. Moreover, being technology-driven tool, the e-portfolio encourages students to develop their digital tools capacities. These technical skills are typically acquired through practical experiences (i.e., learning by doing). Students must acquire such competency to create an effective e-portfolio and achieve high academic performance. Consequently, implementing an e-portfolio can produce proactive students who participate in various activities in their learning and take ownership of their educational development.

In order to develop and create an electronic portfolio, Sun (2002) states that documentation of student learning requires the collection of evidence of student learning outcomes. According to Sun (2002), the steps of creating an electronic portfolio are as follows:

Step 1. Saving and keeping all coursework (writing assignments, projects, essays, compositions, etc.) on a disk,

Step 2. Designing and beginning to build an e-portfolio,

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Step 3. Creating a new file that can contain a cover page on which one can create a table of contents (indicating what is to be included in the portfolio),

Step 4. Copying all saved coursework into this new file in a sequence as desired,

Step 5. Making bookmarks and hyperlinking each coursework assignment to its title listed in the table of contents,

Step 6. Saving the whole file and submitting it to the instructor.

Once choosing to implement the e-portfolio tool for students, planning and organization for e-portfolio work is necessary. Prendes Espinosa & Sánchez Vera, 2008 recommend six steps to implement them in education:

1. Provide information from the very beginning.
2. Limiting the number of components.
3. Defining the assessment criteria of the e-portfolio.
4. Teaching the processes of self-reflection and self-evaluation.
5. Indicating the right time for the e-portfolio.
6. Providing advice and preparing students for the realization of the e-portfolio.

It is worth mentioning that the course syllabus or educational program should be planned when establishing e-portfolios, in addition to the nature of the evidence, the type of versions, the timing, and the evidence regarding the teaching-learning activities. By following the program, students were asked to submit their essays each week on the platform; in the present case, it was evident to use the e-portfolio in conjunction with online or blended learning tools. In this case, e-portfolios focus on enabling the monitoring of students' work based on the progress they have developed throughout their studies (Barbera` et al., 2006). Therefore, using a single e-portfolio system supported by teacher, who constantly reports feedback to students, allowing them to direct their efforts towards achieving skilled experience.

This type of e-portfolio is generally characterized by three complementary phases and not necessarily successive (Barberà et al., 2006):

- Presentation and index. In the first phase, it outlines students' personal and academic records.

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- Collection, selection, reflection, and publication of evidence. This phase implies self-regulation of the learning process by providing evidence. In this phase, the key element is the reflection provided by the student on why they chose that evidence and its relation to learning.
- Rating, we proceed to the assessment of the evidence presented by the student. The criteria should be known from the beginning of the teaching-learning process.

Up to this point, we have focused on the pedagogical use of e-portfolio from the students' perspectives. However, e-portfolio in educational settings can also be used as a tool for teachers. E-portfolio provides teachers with comprehensive view of students' progress over time, this helps them to make more accurate assessment as teachers can easily review students' work digitally, reducing paperwork and enhancing instant feedback. E-portfolio also provides teachers with a critical reflection on their own teaching, by sharing experiences with others and trying to help new teachers at early stages where they can make instructional decisions for the planning of the curriculum. To summarize, the teacher's e-portfolio can be used to:

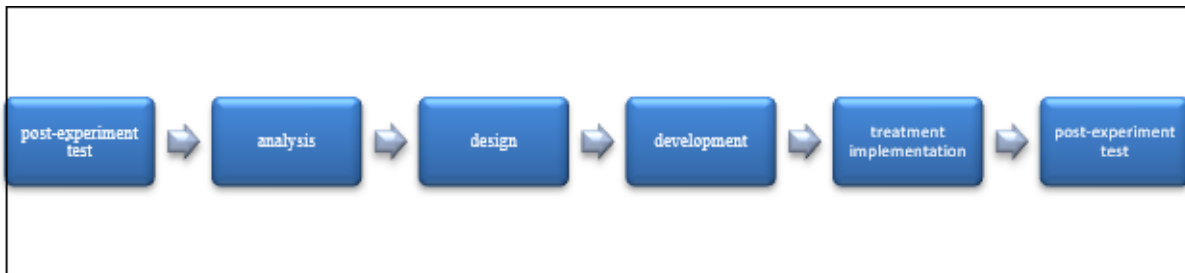
- Train and evaluate professional performance and reflect on the teaching practices.
- Promote professional discussion and open dialogue and collaboration about teaching and assessment procedures.
- Enhancing interaction by using the tool as a means of contact.
- Support decision-making for curriculum design and instructional development.
- Encourage the integration of technology into teaching and assessment practices.

The researcher chooses a model with six phases: pre-experiment testing, analysis, design, development, implementation, and post-experiment testing. The pre-experiment test is commonly used as a diagnostic tool to identify areas that need improvement. The analysis phase is designed to analyze and discuss learners' needs for the writing expression module, as well as the deficiencies they have demonstrated in their writing. This can provide useful guidance for shaping the course design process. The third phase tries to provide a framework for the course, outlining the course structure, learning objectives, and evaluation methodologies. The fourth step, development, focuses on creating instructional content and selecting what materials to add to complement the teaching techniques. The next step is implementation. It represents the actual implementation of the elements (electronic portfolio platform) outlined in a series of essays.

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The final step focuses on evaluation. The post-experiment test provides an opportunity to get input on what worked and what worked less or not at all. Such information can be used to review and correct parts in order to improve the course. The diagram below depicts the paradigm that encompasses the six stages of course development.

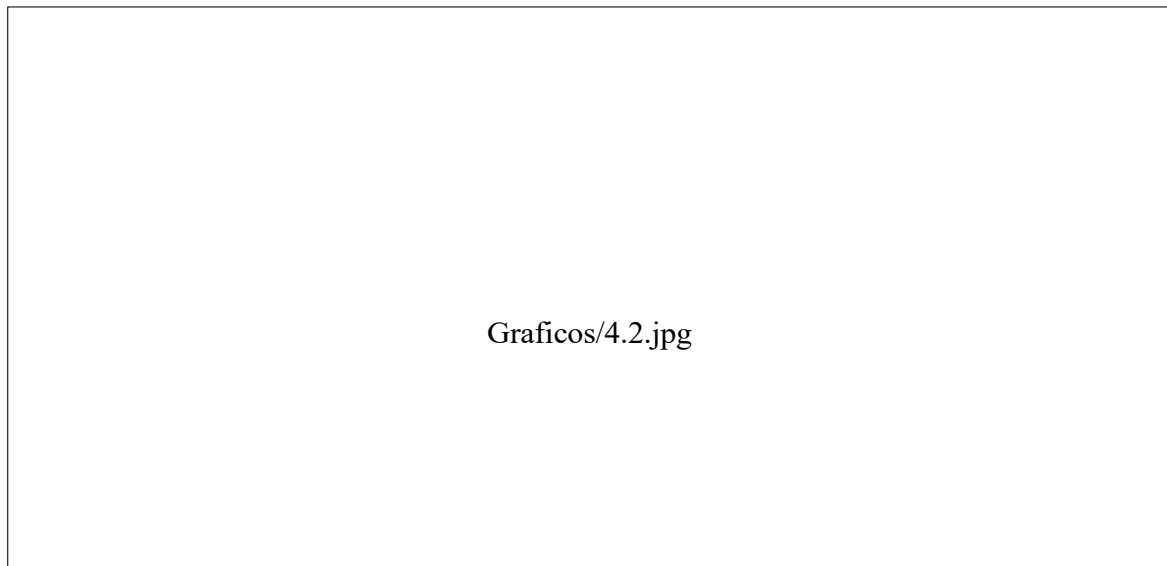
Figure 4.1: Course Development Model



To implement the e-assessment treatment, the e-portfolio platform, which is accessible through the link www.eportfolio-academicwriting.com, (Currently available - Containing only the key words easy to memories) is designed and created following numerous procedures, starting with the general layout of the platform to the final step of evaluation and delivering feedback. Notably, the platform is designed, arranged, and organized precisely so that technology and e-assessment can serve as the most promising mechanisms for satisfying assessment course goals and objectives.

It is worth mentioning that the researcher is designated as the site administrator. This means that she is the only person authorized to edit, revise the settings, correct, grade, and control all activities conducted within the system. Additionally, she is responsible for monitoring students' participation, providing feedback, correcting and grading submitted assignments, and ensuring the smooth and secure functioning of the platform. This control allows for consistency in assessment procedures, accuracy in data collection, and the maintenance of ethical and academic standards throughout the implementation of the e-assessment process.

Figure 4.2: General Description about the Platform



When they click on the “About” section on the home page, a general description is displayed, providing the students with an overview of the platform’s purpose and usage. First, the rationale from employing this particular form of assessment is explained. Second, the specific skills targeted for evaluation are described. Finally, a summary of the platform’s content and the instructor is presented.

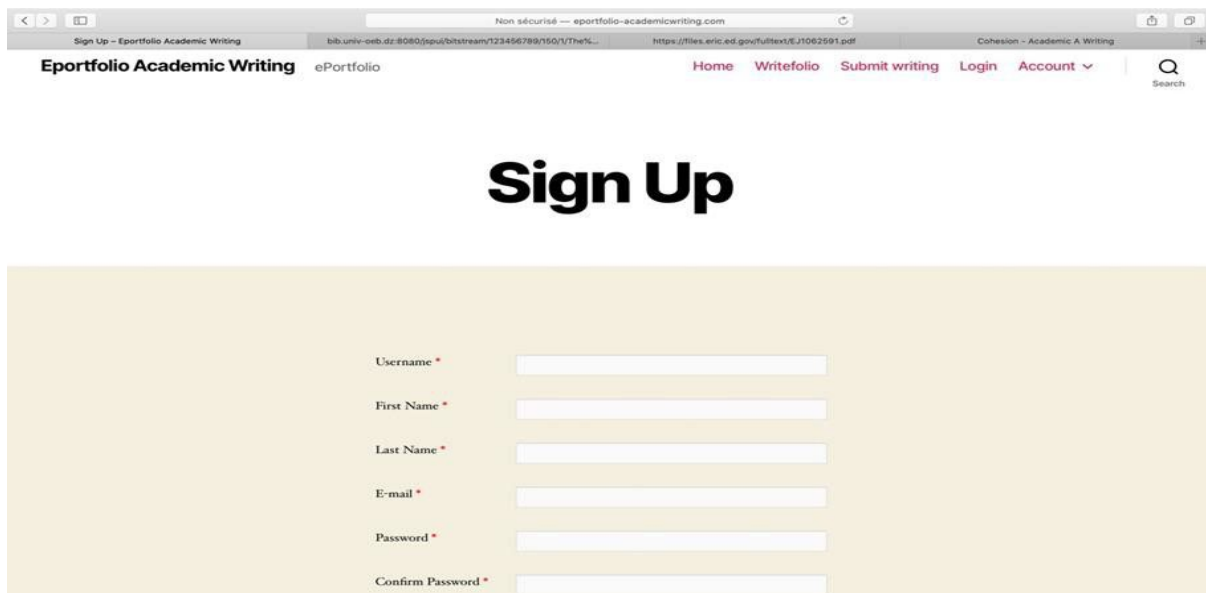
Figure 4.3: E-Portfolio Home Page



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Figure 4.3 depicts the platform's home page. The initial structure and plan of the platform was developed during the 2019-2020 academic year. It is important to note that this plan was modified and refined during the course of the experiment to ensure that it effectively accommodated the needs and abilities of all participating students. Several design choices were intentionally implemented to create a supportive and academically oriented digital environment, for instance, the website's theme was selected to evoke an intellectual and scholarly atmosphere. The text boxes are designed to be large and more visible, allowing the participants to navigate the content with ease, highlighting the platform's focus on academic writing, and emphasizing that the website is focused on academic writing and showcasing student portfolios, which are the central components of the learning and assessment process.

Figure 4.4: Students' Registration

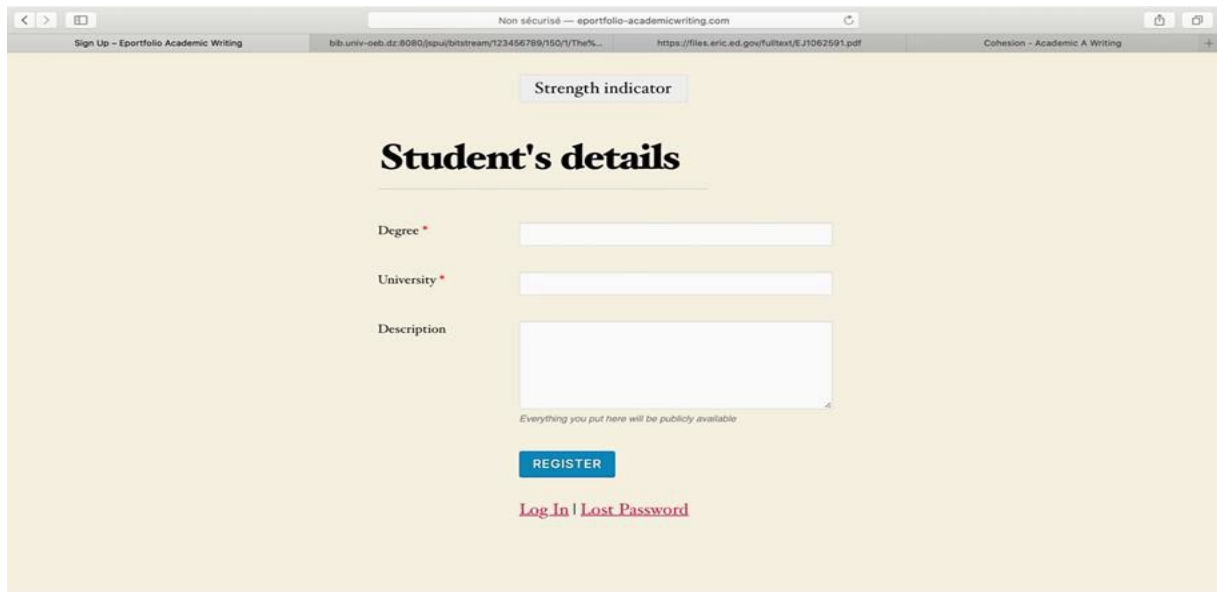


The screenshot shows a web browser window with the address bar displaying "Non sécurisé - eportfolio-academicwriting.com". The page title is "Sign Up - Eportfolio Academic Writing". The browser's address bar shows a URL starting with "bib.univ-ueb.dz:8080/jspui/bitstream/123456789/150/1/The%...". The page content includes a navigation bar with links: "Home", "Writefolio", "Submit writing", "Login", and "Account" (with a dropdown arrow). A search icon is also present. The main heading is "Sign Up" in a large, bold, black font. Below the heading is a registration form with the following fields, each with a red asterisk indicating it is required:

- Username *
- First Name *
- Last Name *
- E-mail *
- Password *
- Confirm Password *

In the platform's settings, learners were required to register using their real names, while selecting a username only to facilitate the accessibility. After completing the registration process, students were instructed to login into the platform by entering their assigned usernames and corresponding passwords.

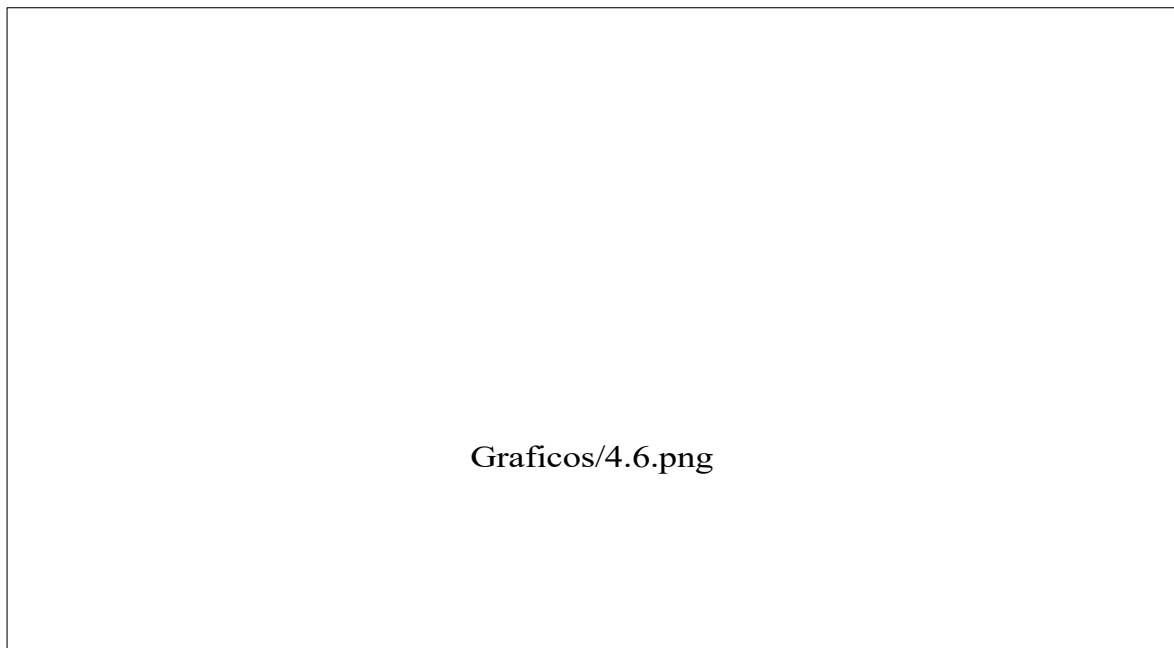
Figure 4.5: Students' Details



The screenshot shows a web browser window with the address bar displaying 'Non sécurisé - eportfolio-academicwriting.com'. The page has a light beige background. At the top, there is a 'Strength indicator' button. Below it, the title 'Student's details' is centered. The form contains three fields: 'Degree *' with a text input, 'University *' with a text input, and 'Description' with a larger text area. A small disclaimer 'Everything you put here will be publicly available' is visible below the description field. At the bottom of the form is a blue 'REGISTER' button. Below the button are links for 'Log In' and 'Lost Password' in red text.

It is worth mentioning that students were also required to specify their level (3rd- year license) and institutional affiliation, as only those meeting these criteria were permitted to register on the platform and submit their written work.

Figure 4.6: Students' Writing Submission Page



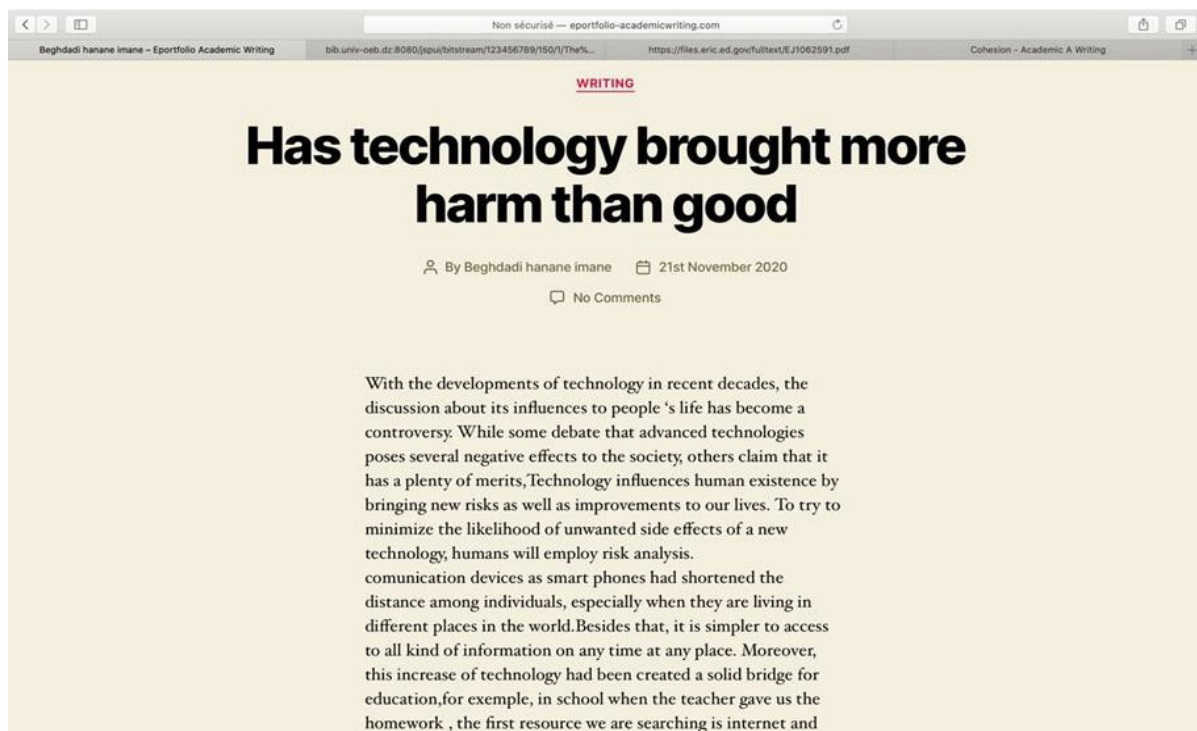
The procedure was designed to incorporate all essential components of test design which are suitable to conduct an assessment related to the experiment task. As a first step, students were required to specify the type of their work submitted- indicating whether their submitted

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text was a paragraph, essay, or written assignment. Based on this selection, they received personalized feedback, which could include written comments, scoring rubrics, or numerical grades.

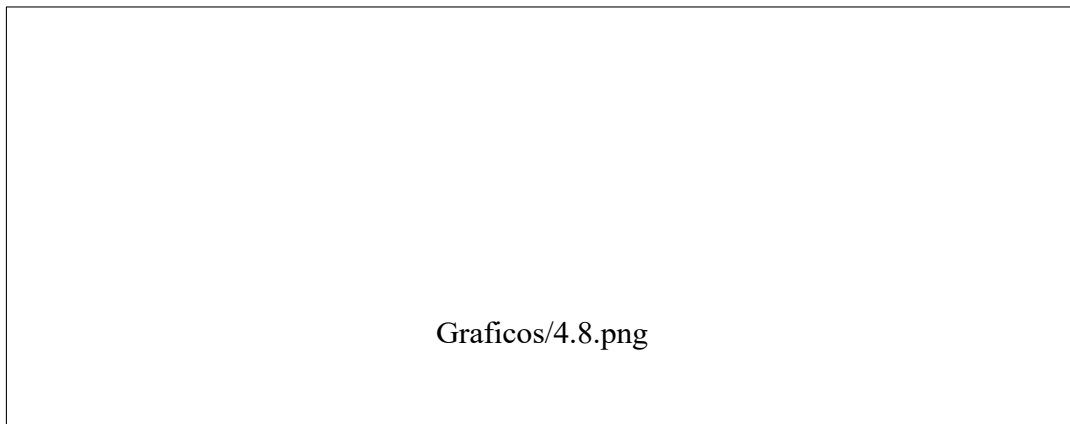
Initially, students were asked to provide an appropriate title for their submissions. Subsequently, a set of clear criteria were then established, including a maximum word limit and the acceptable formats for submissions, students were required to compose and type their text directly on the platform, with no alternative mode of submission permitted. These specifications aimed to standardize the assessment process while ensuring consistency across all submissions.

Figure 4.7: E-portfolio Submission and Feedback Interface



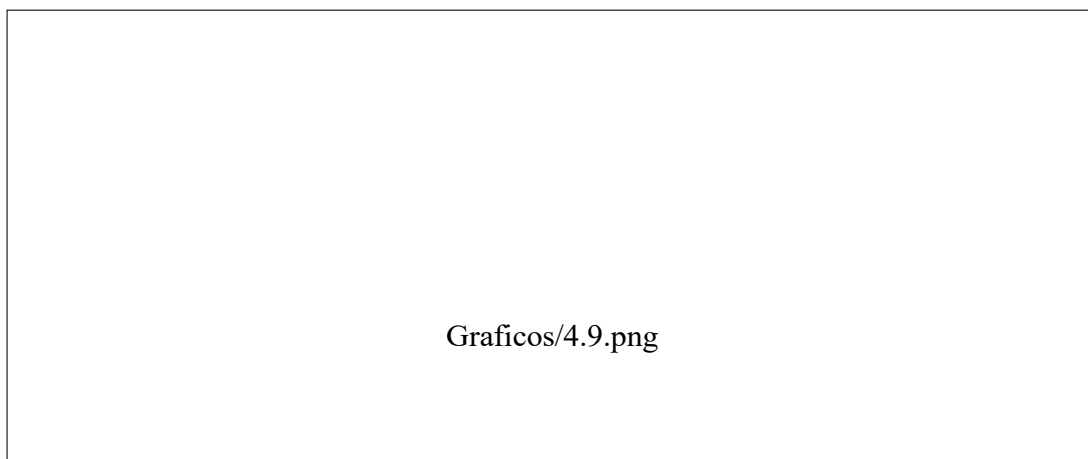
As shown in figure 4.7, the platform displays the students' name alongside the submission date, which is particularly important since the instructor (who is their teacher at the same time) always sets strict deadline for each task. The participants' work can receive comments, either from the instructor himself or from peers as a part of the peer-assessment process.

Figure 4.8: Page for Online Writing



It is important to note that the automatic spell check function on the platform was turned off, students composed their texts on a blank, white page much like they would do on ordinary paper. Moreover, the copy-paste option was also deactivated to ensure originality and prevent the inclusion of material from external sources. This setup allowed the researcher to identify students' writing challenges and gain a clear understanding of their writing disabilities, as if they were completing an in-class assessment. At the same time, students were allowed to revise and edit their paragraphs before final submission, just as they would with a draft provided in classroom settings.

Figure 4.9: Teacher's Feedback

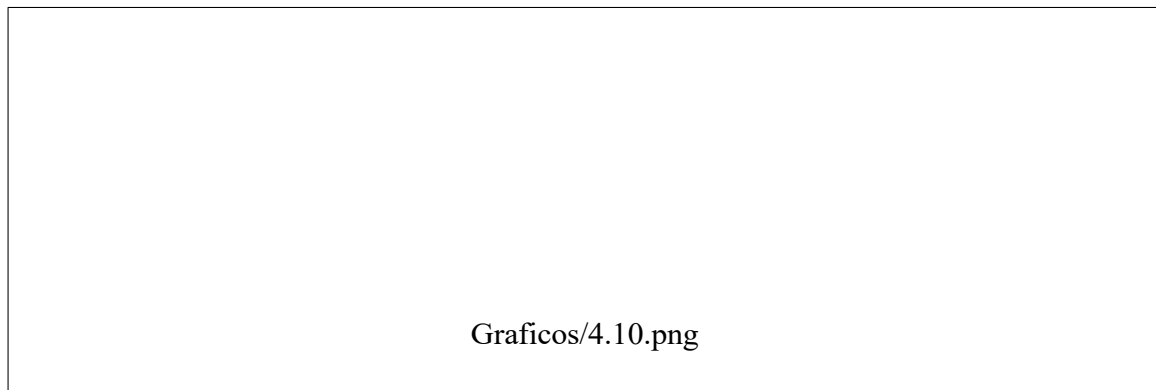


To facilitate continuous feedback and multifaced evaluation of students writing tasks, two approaches were employed, the provision of feedback through attached files and the inclusion of comments directly on their submissions. The former method allowed the instructor to provide structured and personalized guidance on specific aspects of the students' work. The

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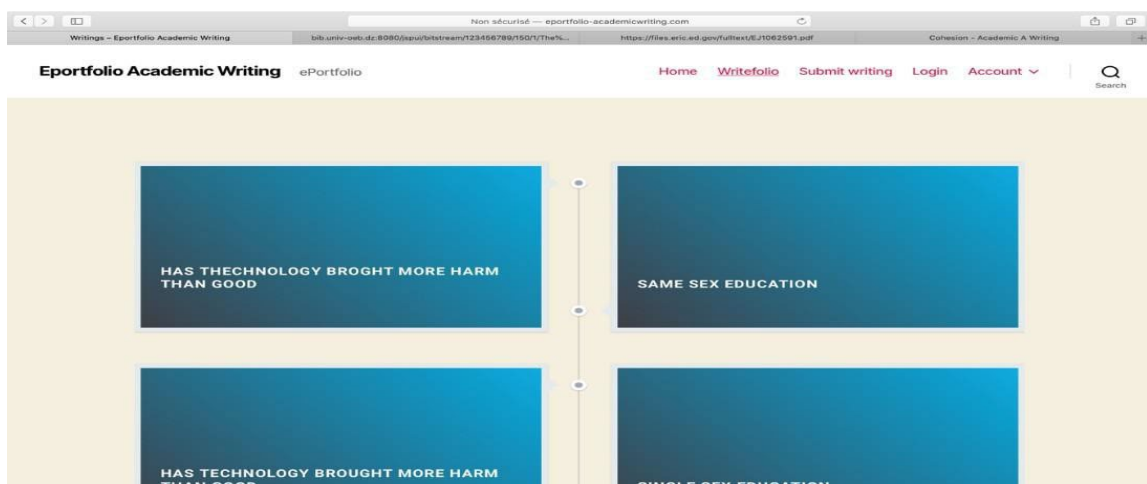
latter, enabled the instructor to give immediate, context-specific suggestions and clarifications. These two methods aimed to support students' development and identify the areas that need improvement, and more importantly, encouraging students for reflective engagement along the process.

Figure 4.10: Sample of Feedback



Regarding feedback types, the platform allowed the instructor to specify both the highest possible grade and the minimum grade for each task, feedback was delivered through either a detailed rubric or simple written comments. For assignments, the platform offers a template for a rubric that includes assessment criteria, descriptions, and the point values assigned to each criterion. The researcher only needed to populate this template with the relevant information from pre-designed rubric. Thereby, facilitating the grading process while ensuring consistency and transparency in the evaluation of students' work.

Figure 4.11: Students' Posted Essays (Writefolio)



The figure (4.11) represents students submitted writings in the platform; they were limited

by the time and the topic, they were asked to write about. All assignments and written tasks submitted on the e-portfolio platform were collectively referred as “Writefolio” This designation was intentionally adopted as it was easy to memorize and served to attract students’ attention. The use of a distinctive and meaningful label also facilitated communication between the researcher and the students, particularly when enquiring whether submissions had been completed or uploaded. Moreover, the term helped to create a shared reference within the learning environment, reinforcing students’ awareness of the platform and their responsibility to submit their writing tasks

4.6. Assessment criteria of the test (scoring/ rubric)

Assessment criteria are a vital component of the assessment process. Some researchers, such as Foxman et al. (1989), define assessment criteria as descriptions of teacher’s understanding and expertise used to ensure that all students meet their learning goals. Other researchers settle specific definitions of assessment criteria, defining them as the characteristics or principles that should be in place before a test is conducted. These criteria are then used to evaluate individuals against those established standards (Bloxham and Boyd, 2007; Sadler, 2007). In this study, the researcher refers to these criteria as a set of requirements used to assess the quality of work. Assessment criteria have been interpreted in various ways within the context of teaching and learning writing.

As the table 4.1 demonstrates, students are required to apply the text organization and characteristics of a basic paragraph to produce extended essays regarding their specific content, structure, and features. It is essential to ensure alignment between the intended learning outcomes and the assessment strategies. Does the assessment plan adequately cover the knowledge, skills, and understanding included in the course? It is important to note that the learning objectives represent the desired outcomes set by the teacher for the students. Assessments are designed to evaluate whether students have achieved these objectives (Abu-Hamdan & Khader, 2014).

To avoid an ineffective evaluation process, it is critical to align assessments with the learning objectives outlined in the syllabus. The goal of testing implies assessing the students’ abilities and meeting their targeted needs. In this context, the assessments represent the overall aims that students are expected to achieve upon completion, which are related to the skills being assessed in the course.

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The table below illustrates the researcher's examination of the syllabus needs and objectives, alongside a needs analysis and teaching experience. Additionally, some definitions are drawn from the descriptions provided by Savage and Shafiei (2007).

Table 4.1: Writing Evaluation Rubric: Criteria, Test Goals, and Learning Objectives

Criteria	Feature being assessed	Test's goals	Learning objectives
Grammar accuracy	- Spelling	By the end of the test, tester will be able to: Check how well the learners distinguish between different punctuation marks, Spell words correctly as well as to see if they structure sentences appropriately.	By the end of the unit students will be able to: Use and manipulate mechanics of writing and produce comprehensible Language with respect to structure
	- Punctuation		
	- Mechanics		
	- Sentence structure		
Vocabulary	- Word choice	To: See how well they have grasped different meaning of lexical items with appropriate	To: Acquire a large amount of passive and active words and enlarge their lexical
	- Diction	Choice and diction.	Reservoir.
Structure	- Text structure	To: Check if they can distinguish the different components of language including: Introduction, body and conclusion.	To: Manage learners to use and organize text components and structure a written text.
	- Paragraphing		
Content	- Ideas	To: See how well they have grasped how to and defend one's position. Select, elaborate, argue, persuade readers.	To: Be able to defend and convince others using elaborated ideas and relevant arguments.
	- Persuasive devices		
	- Audience		
Communicative effectiveness	- Cohesion	To: Test how well they distinguish and use appropriately Different connective ties and transitional words for Unity and clarity.	To: Use and control their language use especially to connect Sentences using connectors and subordinators and be able to develop Sentences from simple to complex to compound ones regarding unity and clarity.
	- Unity		
	- Clarity of ideas		

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Starting with grammar accuracy, students can improve their level of English by producing written work that reflects the grammatical structures they have acquired. It is therefore essential to write clearly, adhering to the rules of punctuation and the conventions of grammar, in order to avoid ambiguity in expression. In this context, Byrd (2005, p. 551) asserts that “in most cases, accuracy refers to “grammatical accuracy” but other areas of language use can be involved too: spelling and/ or pronunciation.” Accordingly, in the present study, accuracy is primarily understood as grammatical accuracy involving syntactic, semantic, and pragmatic correctness interrelationships. In other words, students are considered accurate in the use of a particular target feature when they employ the correct form, convey the intended semantic meaning, and use it correctly under a given context.

Vocabulary plays a crucial role in formal writing as it enhances clarity, precision, and overall effectiveness of communicating ideas. A well-chosen vocabulary conveys the intended meaning and reflects the writer’s knowledge and authority on the subject matter. In academic writing, using specific words can help articulate complex ideas more clearly, thereby facilitating better understanding among readers. Furthermore, a diverse vocabulary allows writers to avoid redundancy and make their arguments more compelling. By employing appropriate terminology, students demonstrate their engagement with the relevant discourse and related knowledge and uphold the standards of formal writing. Consequently, investing time in expanding one’s vocabulary is essential for anyone seeking to excel in academic or professional communication.

Regarding the essay structure, students are expected to produce clearly organized texts that effectively employ transitional devices to guide the reader. In terms of content, submissions should demonstrate a high standard of effort, reflecting the students’ thorough understanding and adequate knowledge of the subject matter.

Considerably, communicative effectiveness consists of well-supported and illustrative points that principally engage the reader and maintain interest. Skehan (1996) argues that ESL students can succeed presenting meaningful writing if they appropriately use communicative strategies that assist comprehension of meaning. Accordingly, students should be capable of constructing paragraphs that exhibit coherent sequencing and follow a logical and chronological order (where appropriate).

4.7. Scoring rubric of the test

The following table consists of a detailed description for each criterion that is related to a particular level of achievement, indeed to a given grade accredited to each level.

The techniques that are used to analyze the data are;

1) Scoring students' writing using the formula

Table 4.2: Tests' Scoring Rubric

Score	Level of Achievement	Features – If the students...
5	Exemplary	Includes a piece of work which includes introduction, body paragraphs and conclusion. Writes a short paragraph about each item which includes an effective topic sentence that introduces the described person, object, place, or phenomenon; effective supporting sentences that provide descriptive details about the elements in concern; and an effective concluding sentence that restates the topic sentence and gives their opinion. Relates all the sentences of the paragraph to only one main idea provided in the topic sentence, following a logical and chronological sequence of ideas.
4	Satisfactory	Includes a piece of work for each item on the checklist that clearly meets the criteria suggested: introduction, body paragraphs, and conclusion. Writes a short paragraph about each item (topic sentence, developing sentences, and concluding sentence), weaving a connection between the pieces and describing what was learned; shows reflection about his or her thinking and learning over time.
3	Developing	Includes a piece of work for each item on the checklist; writes a short paragraph about each item; is somewhat reflective of how his or her thinking has changed.
2	Weak	Includes a piece of work for each item; writes something about each piece.
1–0	Unacceptable	Includes a piece of work for barely one item or does not complete the task, or gives information that has nothing to do with the work chosen.

Score formula:

$$\text{Score} = \frac{\text{Gain Score} \times 100}{\text{Maximum Score}}$$

Table 4.2 consists of descriptive remarks that gradually moved from one level to another according to students' writing abilities and achievement. For instance, the unacceptable level, which is the weakest level, indicates poor writing skills, which can be represented by the absence of structure and organization in addition to the irrelevance of information and inaccuracy of ideas. As far as the weak level is concerned, their writing performance Lacks a logical sequence or flow and there is an insufficient of preparedness—many spelling, grammar,

structure, and syntax errors. However, the developing level is shown by students' attempts to write a more organized and clearer piece of writing since they can show more control over the structure and the content of the essay in general, but still, there are mistakes that are manifested in different areas of language. However, an acceptable writing performance demonstrates the satisfactory level, but it still needs improvement. The exemplary level, as its name refers, which is the more substantial level, is a piece of work that is free of mistakes, exhibits grammar accuracy, rich vocabulary, good punctuation, and excellent content that presents all important issues and supporting materials.

2) Classifying the students' scores using the scoring system

Table 4.3: Scoring System Developed by Depdiknas (2006)

Level	Score Range
Excellent	15.5
Very good	15 – 14.5
Good	14 – 13.5
Fairly good	13 – 12.5
Fair	12 – 10
Poor	9.5 – 8.5
Very poor	8 – 6.5

3) The mean score of the data

$$X = \frac{\sum X}{N}$$

Where :

- X : Mean score
- $\sum X$: The sum of all scores
- N : The number of students

(Source : Gay, 1981)

To analyze the test result, the researcher uses percentage analysis. The use of percentage analysis aimed to know the percentage of student writing comprehension achievement and find the mean score.

4.8. Results

In employing e-portfolio as a formative assessment tool, the researcher utilizes a single instrument to collect data on students' proficiency in composing texts, paragraphs, and essays, in alignment with the problem statement outlined in chapter two. First, the effectiveness of the proposed e-assessment method is evaluated by analyzing the test results of both the experimental and control groups. Subsequently, the results of the post-experiment questionnaire are examined to explore participants' perceptions and experiences with the e-assessment approach.

4.8.1. Experiment tests results

The procedure is presented in three sequential stages, to illustrate better the steps undertaken to test the stated hypothesis:

Administrating the Writing Pre-test:

As previously stated, the experimental and control groups were selected among sample population of third year students who demonstrated the same level of writing proficiency level. In this regard, to remove any potential bias from the practice effect, each student was assigned two distinct topics. Each paper was scored by two raters; one was the researcher, and the other one was an experienced teacher in teaching the writing module, who were subjected to inter-rater reliability measure. The scoring was based on the analytic scale for rating paragraphs and composition tasks developed by Brown and Bailey (1984). The students were given scores following the scoring rubric done by the researcher. The average of the students' scores on two topics and scores given by two raters for each student were considered as the scores of each participant in both groups.

The test focuses on the structure, form, and content of the essay, as well as numerous aspects of grammar, word choice, spelling, and punctuation. It is composed of the five criteria already explained and shown in table (4.1).

The Intervention:

The two groups of the participants attended a writing class to be prepared for the final assignments and examinations, two sessions of one hour and a half per week for an eight-week

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term (semester). The assigned textbook for this course was given by the module's responsible, which is basically a textbook with a process-oriented approach to teaching writing skill.

In the control group, students received traditional methods of teaching and assessing writing; in every session, learners were given a topic to write about, and the instructor typically read and scored the students' papers most of the time in the following session. However, in the experimental group, after signing up for the e-portfolio platform, learners wrote up each of their assignments in a single post and submitted it publicly. They specified the type of essay and generally included a title. In their class sessions the teacher who is the researcher herself tried to give the necessary feedback and guidelines to keep students commitment to the intervention.

This allowed them to comment on their classmates' writing, specifically addressing any errors. The instructor also reviewed the submitted works, provided feedback, corrected students' errors, or simply added comments. The feedback is more likely to be constructive and helpful to avoid making the same mistakes in the future.

Administrating the Writing Post-test:

After eight weeks of teaching writing using a process-oriented approach to both control and experimental groups, a writing post-test was conducted to both groups as a part of their final assignments, this enabled the researcher to verify the raised hypothesis of the study through the analysis of the obtained data.

It is worth mentioning that the writing post-test was similar to the writing pre-test with two different topics. Similarly to the pre-test, two raters scored the students' final work analytically. Finally, the average of the students' scores on two topics and scores given by these two raters for each student was considered the score of each participant in both groups.

To determine the degree of improvement under the two types of assessment. The means of the two groups were compared through a t-test to examine whether there was a meaningful difference between the means of the two groups on the post-test.

4.8.1.1. Pre-test results

The purpose of the pre-test was initially to investigate the approximation of the two groups' writing proficiency and examine their readability to introduce the experimental plan. The table

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below details the participants' scores, more precisely, the average of the scores given by two raters.

Table 4.4: Pre-Test Results

Experimental group		Control group	
Participant N°	Scores/grades (Rater N°1 + Rater N°2) / 2	Participant N°	Scores/grades (Rater N°1 + Rater N°2) / 2
1	10	1	13
2	9	2	12
3	12,5	3	11,5
4	9,5	4	7,5
5	13	5	13
6	14	6	14,5
7	13	7	10
8	11	8	11
9	10	9	9,5
10	12	10	13,5
11	14	11	13,5
12	11,5	12	12,5
13	7,5	13	10
14	11	14	10
15	6,5	15	10,5
16	10	16	11
17	10	17	12,5
18	12	18	14,5
19	10	19	8
20	11	20	10,5
21	8,5	21	6,5
22	7	22	12

Table 4.5: The Descriptive Analyses of The Mean Score in the Pre-Test

Group	N	Mean score (M)
Experimental	22	10,59
Control	22	10,95

As Table 4.5. highlights, the mean scores of the experimental group (N=21, M=10,59) quite resembled the one of the control group (N=21, M=10,95).

4.8.1.2. Post-test results

To analyze the post-test results, the researcher suggested the already mentioned hypotheses, which stated that e-assessment significantly affected their written production; in other words, the mean scores are not equal. The results are illustrated in Table (4.6).

Table 4.6: Post-Test Results

Experimental group		Control group	
Participant N°	Scores / grades	Participant N°	Scores / grades
1	12	1	11,5
2	10,5	2	11
3	14	3	11
4	11,5	4	8,5
5	15	5	13
6	14,5	6	13,5
7	13	7	10
8	13	8	10
9	10,5	9	10,5
10	14	10	13
11	14	11	14
12	13,5	12	14
13	9	13	8,5
14	13	14	11
15	11,5	15	9,5
16	12	16	11
17	11,5	17	10
18	15,5	18	12
19	13,5	19	8
20	14	20	10
21	10,5	21	7
22	11	22	10

Table 4.7: The Descriptive Analyses of The Mean Score in the Post-Test

Group	N	Mean score
Experimental	22	12,02
Control	22	10,7

Table 4.7 points out that the mean scores of the experimental group (N=22, M=12,02) was higher than the one of the control group (N=21, M=10,24) Once the data of the tests were analyzed, the next step is the analysis of the findings of the post-experiment questionnaire.

4.8.2. Post Experiment Questionnaire Results

To complete this phase, the researcher used a post-experiment questionnaire to gather the experimental group's perceptions and insights about their experience. The survey administered to students after they used the e-portfolio platform provided insights into their initial expectations and their subsequent experiences with e-portfolios. Additionally, the perspectives and attitudes of learners who had engaged with e-portfolios over a period of time were also examined. The data were primarily analyzed qualitatively, although some numerical findings were presented as percentages. The questions were organized into three distinct sections as follows:

Part one: Using e-portfolios before being involved in this writing course

Table 4.8: Students Use of E-Portfolio Before the Writing Course

Scale	Response	Frequency	Percent
I am familiar with using e-portfolios before being involved in this writing course	Yes	1	4.1%
	No	23	95.8%
	Total	24	100%
This is my first time using e-portfolios for the writing class	Yes	24	100%
	No	0	0%
	Total	24	100%
The professor explained how to use e-portfolios for my writing class	Yes	24	100%
	No	0	0%
	Total	24	100%

Table 4.8 represents students' first impressions about e-portfolio as an e-assessment tool. When asked if they had used it before, as expected, the majority of the students (24) had never used an e-portfolio before being involved in the current writing course. For this reason, students are always provided with an explanation.

Part two: Using e-portfolios as part of the class assignments.

Table 4.9: Students' Attitudes Towards Using E-Portfolio as an Evaluation Tool

Scale	Response	Frequency	Percent
Demands more time	Sometimes	1	4,2%
	Always	0	0%
	Rarely	10	42%
	Never	13	54,1%
	Total	24	100%
Is easy to use	Sometimes	2	8,3%
	Always	21	87,5%
	Rarely	1	4,2%
	Never	0	0%
	Total	24	100%
Is a challenge for me	Sometimes	13	54,1%
	Always	3	12,5%
	Rarely	8	33,3%
	Never	0	0%
	Total	24	100%
Is a tool I would prefer to use in other courses	Sometimes	4	16,6%
	Always	20	83,3%
	Rarely	0	0%
	Never	0	0%
	Total	24	100%
Is not preferable to use as part of the courses I would take in the future	Sometimes	13	54,2%
	Always	1	4,2%
	Rarely	9	37,5%
	Never	1	4,2%
	Total	24	100%

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Makes my work easier	Sometimes	1	4,2%
	Always	23	95,8%
	Rarely	0	0%
	Never	0	0%
	Total	24	100%
Makes me more interested to do my assignments	Sometimes	0	0%
	Always	24	100%
	Rarely	0	0%
	Never	0	0%
	Total	24	100%
Provides me with more options to do my assignments	Sometimes	0	0%
	Always	24	100%
	Rarely	0	0%
	Never	0	0%
	Total	24	100%
Promotes reflective writing	Sometimes	5	20,8%
	Always	16	66,6%
	Rarely	3	12,5%
	Never	0	0%
	Total	24	100%
Stores my assignments for a long time	Sometimes	0	0%
	Always	24	100%
	Rarely	0	0%
	Never	0	0%
	Total	24	100%
Helps me to follow my progress throughout the course	Sometimes	0	0%
	Always	24	100%

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	Rarely	0	0%
	Never	0	0%
	Total	24	100%
Promotes self-assessment	Sometimes	3	12,6%
	Always	20	83,3%
	Rarely	1	4,2%
	Never	0	0%
	Total	24	100%
Puts me in the center of my learning process	Sometimes	0	0%
	Always	24	100%
	Rarely	0	0%
	Never	0	0%
	Total	24	100%
Opens new perspectives to learn writing	Sometimes	1	4,2%
	Always	23	95,8%
	Rarely	0	0%
	Never	0	0%
	Total	24	100%
Provides me with what I need for the course	Sometimes	16	66,6%
	Always	7	29,1%
	Rarely	1	4,2%
	Never	0	0%
	Total	24	100%
Permits accessing my assignments any time	Sometimes	0	0%
	Always	24	100%
	Rarely	0	0%
	Never	0	0%
	Total	24	100%

Table 4.9 presents students' impressions and attitudes toward the use of e-portfolios as part of their class assignments. After students' experience the online evaluation, they emphasized on the platform's convenience and accessibility, noting that it could be utilized even from home. While the element of enjoyment was highlighted as the most important factor, they can finally use technology devices for beneficial and purposeful reasons. Students also found the platform very flexible and expressed a preference of its application across multiple courses. Furthermore, students reported feeling more engaged and involved in the writing task, as e-portfolio allowed them greater autonomy, reflection, and control over their learning, for example, the ability to store assignments and track their progress encourage self-assessment and foster a deeper awareness of their academic progression.

Part three: Using e-portfolio as an integrated part of teaching, learning and assessing writing

While 95 % of the students agreed on using e-portfolio as a form of e-assessment procedure as far as writing module is concern, only 4 % refused the idea. When they were asked about the positive elements of the implementation of the new assessment, students pointed out their answers as follows:

- P1: It is very useful in avoiding spelling mistakes and sometimes grammar mistakes as well.
- P2: Using technology is more exciting and interesting.
- P3: It is more organized because we can specify the type of essay, add a title, and especially make changes while keeping everything clear.
- P4: It is accessible everywhere and at any time.
- P5: I like it because we can add, change, or omit content while keeping the paper clear and organized.
- P6: I like how through it we receive feedback that is specific to each student.
- P7: I like the way we submit our assignments from home and then change or add what we want.
- P8: We can write anytime and anywhere.
- P9: Technology has always been interesting and motivational; we can rely on it and use it as an addition to the writing course.
- P10: Online learning and evaluation are stress-free, so they can be very beneficial.
- P11: We feel free and have more control over our studies.

- P12: The use of technology in evaluation is new and can help students improve their spelling mistakes, as well as help teachers in correcting, since handwriting won't be a problem.
- P13: Because I think I am being more creative. I appreciate the opportunity to put a personal touch on my e-portfolio.

The analysis of students' responses reveals a general favorable position toward their experience with online evaluation. They assumed that e-assessment is more organized and structured approach to learning. Additionally, they stressed its accessibility, noting that the online storage of their work enables them to review their documents at any time they wish. While they appreciated the feedback they received, they considered it detailed, direct, appropriate, and specific to each individual student. Students reported that such feedback contributed to the development of their writing skills and increased their awareness about their mistakes. Therefore, they demonstrated greater autonomy and a more ongoing and sustained engagement in self-assessment practices.

The online survey results indicate that all the respondents show a positive attitude towards using e-portfolio as one of the holistic approaches to evaluate students writing performance. It is essential to develop clear objectives and select a comprehensive and user-friendly platform content; an effective e-portfolio must have inclusive content that meet selected important criteria to measure students' academic achievement. Therefore, the integration of a suitable assessment method, aligning with the curriculum and using standardized rubrics to ensure fair assessment, is equally important to determine the success of the e-portfolio system.

4.8.3. Post Experiment Questionnaire analysis

From the student's perspective, developing an academic e-portfolio enables them to become more self-directed, fostering autonomy in the learning process and enhancing decision-making, while still benefiting from the teacher's guidance. E-portfolios also provide opportunities for reflection, allowing students to evaluate and be a part of their own work (*Barberà et al., 2006*) thereby promoting active engagement in the process of evaluation.

As students share evidence within their e-portfolios, they are reflecting, justifying, and linking the items to the knowledge and skills they have acquired. This process allows students to become more aware of the content and learning strategies they employ, ultimately enabling them to self-regulate the pace and approach to their learning. such reflective practices are key

factor in the effectiveness of e-portfolios within a continuous assessment model, particularly when the focus is on formative assessment. When e-portfolios are utilized, student is the central focus of the teaching-learning-assessment process, developing an understanding of their progress through the identification of strengths and areas for improvement in their writing. In other words, promoting the use of e-portfolio for reflection and evaluation supports learners and educators. Part of this process involves students actually selecting their products of work and providing students time to work towards meeting their goals (Barbera et al., 2006). These samples of performance not only illustrate students learning but also offer educators a valuable reference for monitoring student progress over time.

The overall results indicate that learners who utilize e-portfolios demonstrate a high level of engagement in class, which, in turn, enhances their involvement in the learning process, in parallel, teachers shift from the role of primarily knowledge transmitters to that of collaborative facilitators or instructors. The findings underscore the value of e-portfolio in student assessment and highlight a positive relationship between writing achievement and classroom engagement level.

4.9. Discussion and interpretation of the main results

The experimental group received an alternative assessment treatment, whereas the control group was under the same teaching, learning, and assessing approaches. Both groups completed a writing pre-test and writing post-test during the experimental procedure, allowing for the collection of the necessary data. Subsequently, the learners' scores were gathered and statistically analyzed. Including inter-rater reliability, matched t-test, and independent t-test which were than calculated. The findings revealed that the participants of the experimental group outperformed those of the control group. Thus, it was concluded that the use of electronic portfolio assessment can improve students' writing ability and can be regarded as a motivating and pedagogically effective assessment strategy.

From table 4.10 the researcher confirms a statistically significant difference between the mean scores of the two groups. Put differently, the informants do not exhibit the same level of writing proficiency after the implementation of the treatment. Thus, the hypothesis predicting the dissimilarity of means prosper to be confirmed. As shown in table 4.10, the mean score of the experimental group (M=12,05) is higher than the one of the control group (M=10,24), indicating the positive impact of the e-portfolio intervention.

Students demonstrate positive attitudes towards the use of e-portfolio as a learning tool and as an assessment tool as well. Though, teachers hold favourable attitudes towards the use of e-portfolio, however, this positive perception tend to be limited to its functions as a learning tool. In most cases, teachers acknowledge the potential of e-portfolio to support student reflection, enhance learner autonomy, and facilitate formative assessment, yet, their interest appears more partial when considering the use of e-portfolio for purposes of summative assessment. All the participating teachers expressed similar concerns; challenges such as insufficient training and time, lack of clear guideless and goals, and increased hours of work, all these contribute to teachers' degree of uncertainty regarding broader implementation of e-portfolios within institutional frameworks.

Furthermore, educators emphasized on the fact of having specific modules and highlighted the importance of having a solid pedagogical foundation, since the integration of e-portfolio into writing module demands not only technological familiarity but also defined guidelines and clear assessment protocol. Without such support, the effective adoption of e-portfolio remains limited, and its use for evaluative purposes becomes inconsistent. As a result, e-portfolio use is often restricted for formative or supplementary activities rather than integrated into the formal evaluation process.

In addition to the statistical findings, students' responses reinforced the effectiveness of the e-portfolio approach. Previous research has shown that students generally perceive e-portfolio as a valuable component of their learning experience, particularly because they support skill development, self-reflection, and ongoing monitoring of progress. Similarly, learners tend to hold positive views toward the use of e-portfolio as an assessment tool, appreciating the transparency it offers, the increase opportunities for engagement, and the more comprehensive demonstration of achievement compared to traditional evaluation methods.

Based on the experimental results, the researcher identifies several pedagogical strengths associated with using e-portfolio as both a learning and assessment tool; e-portfolio is found to promote active students' engagement by encouraging learners to participate more in the writing process, for instance, When adding their writing on the platform students document and reflect on the various stages of writing process (from brainstorming to the final copy). This development promotes metacognitive strategies which encourage engagement with each single stage (revision and edition). Teachers can assess students' progression over time, not only the final product, thus, teachers succeed to make writing a

process-oriented rather than a product-oriented activity. This continuous involvement supports the development of metacognitive awareness, enabling students to recognize their strengths and weaknesses and to make decisions about how to improve their writing. Additionally, e-portfolio promotes learner-autonomy, as students took more responsibility for organizing, presenting, and monitoring their written work overtime.

As an assessment tool, e-portfolio allows more comprehensive, process-oriented evaluation of students' writing performance. Unlike traditional or one-time assignments, that focus only on the final product, e-portfolio provides instructors with access to multiple stages of students' writing (assessors can evaluate the students' improvement between drafts), thus, supporting more accurate and holistic assessment practices. The integration of detailed feedback, rubrics, and instructor comments contribute to a richer evaluation environment (noting how they apply feedback and refine their content, structure, and mechanics).

Clearly, the third hypothesis is partially confirmed by the findings of the study. On the one hand, students demonstrated clearly positive attitudes towards the use of e-portfolios, perceiving them as both effective learning tools and reliable means of assessment. Their familiarity with digital technologies and comfort with online platforms contributed to their acceptance of e-portfolios, which they viewed as supportive of writing development and reflection. On the other hand, although teachers generally expressed favourable attitudes towards the e-portfolios, this positivity was largely confined to their pedagogical function as a learning tool rather than as a comprehensive assessment method. In most cases, teachers acknowledged the potential of e-portfolios to promote student reflection, enhance learner autonomy, and support formative assessment practices. However, their acceptance appeared more limited with regard to the use of e-portfolios for summative assessment purposes. All participating teachers reported similar concerns, including insufficient training and limited technological expertise, lack of clear guidelines and institutional objectives, time constraints, and the increased workload associated with managing e-portfolios. Collectively, these challenges contributed to teachers' uncertainty and hesitation towards the broader and more systematic implementation of e-portfolios within institutional assessment frameworks.

4.10. Conclusion

Both quantitative and qualitative approaches are utilized to analyse the collected data, starting with the findings from the pre-experiment phase, and then the post-experiment phase. A comparison is made between writing performance in both groups before and after the implementation of the platform. Then, the analysis examines responses of the post-experiment questionnaire aligned with the research objectives. The results indicate considerable interest in integrating e-portfolios into formative assessment practices, particularly, regarding features that support notably students' reflection and enhance self-awareness with respect to their personal and professional strengths and weaknesses. The students also show a more favourable attitude toward e-assessment compared to the teachers, and manifested number of evidence of suggestions which indicates their willingness to adopt it as a learning and assessment tool.

After presenting the results obtained from the experiment and the post-experimental questionnaire, the experiment procedure and analysis chapter is concluded with an attempt to answer the 3rd research question upon which the current study is based and pave the way for the proposal of a set of solutions and suggestions, which are presented in the following chapter.

CHAPTER FIVE: SUGGESTIONS AND RECOMMENDATIONS

5.1. Introduction

The integration of electronic tools significantly strengthens active learning: as learner-centered education occurs when the students assume responsibility and actively manage their own learning. In line with this perspective, chapter five of the thesis provides a series of recommendations and practical solutions in regard of the challenges raised previously. These recommendations are based on the documenting research tackled in chapter one and two, alongside with the empirical findings discussed in chapter Three and four, in order to put forward appropriate and contextualized solutions and strategies. Each recommendation has been evaluated against the outcomes of the research. This chapter also highlights the need of implementing targeted intervention approaches and fostering intentional action within the English department.

This chapter concludes with a series of recommendations aimed at improving the educational process. It identifies the urgent need to open dialogue and collaboration among stakeholders across multiple settings, including government policy, curriculum design, teaching and learning practices, assessment research, and practical implementation. Furthermore, it is highly recommended to use web-based writing tools, including Massive Open Online Courses (MOOC) and automated written corrective feedback systems. In order to support students' writing achievement, incorporating engaging games to sharpen writing skills and establishing a dedicated academic writing module throughout students' university journey are highly recommended.

5.2. The criteria needed to write an academic assignment

Writing is a powerful tool for demonstrating learning and enhancing critical thinking. It presents students' challenges on multiple levels, requiring them to navigate new knowledge within established linguistic and theoretical structures. Writing assignments play a crucial role in helping instructors assess whether students have not only completed their writing instruction but also grasped key concepts discussed in class. These tasks empower students to refine their communication skills, including summarizing information, collecting relevant data, and interpreting and analyzing ideas clearly and coherently.

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The research highlights a significant deficiency in students' mastery of academic writing norms, as observed in their writing pieces. It is crucial to recognize that formal academic writing is only introduced in the first two years of study at the English Department at Sidi Bel Abbes University. It is not until the third year that students begin to develop a deeper understanding of academic writing, which is essential for writing dissertations in their Master's program. Given that most modules rely heavily on written examinations, including essays and paragraph writing, one year of academic writing instruction is wholly insufficient. Mastery of formal writing conventions is vital for students aspiring to pursue postgraduate studies. Therefore, the researcher strongly advocates for the inclusion of an academic writing module that spans the entire university program. This proactive approach will equip students with the necessary formal writing skills, empowering them to confidently tackle extended essays and scholarly articles in their future academic endeavors.

To excel in written assignments, students must thoroughly prepare and develop a robust blend of grammatical proficiency and multifaceted skills (mastery of grammar, vocabulary, and structure). This preparation ensures that they meet the expectations for both content and form. However, linguistic proficiency alone is insufficient, effective academic writing also demands the ability to think critically, organize ideas, synthesize information from diverse sources, and support arguments with relevant evidence. Additionally, students must therefore adopt a writing approach which includes planning, drafting, revising, editing, and reflecting on their work. This multifaceted preparation equips students with the necessary competencies to meet the expectations related to both form and content, to finally succeed to produce writing that is relevant, accurate, coherent, and academically rigorous.

5.2.1. Reading critically and drawing relevant material

In every field, writing is essential for facilitating critical thinking about ideas and the ideas of others. Academic writing is closely connected to reading; it is important to read relevant texts before writing on a subject. In academic writing, it is almost always necessary to reference the work of others. Therefore, learning how to read critically and extract pertinent information from these texts is crucial.

Academic reading is not a passive activity; rather, it requires purposeful engagement with the text. To become an effective academic reader, students must interact with the text actively, treating it as materials that demand thoughtful interaction and several responses. Active

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Reading entails a structured approach that helps students to grasp ideas, understand meaning, and identify significant issues within the material. Selecting appropriate strategies, such as summarizing or outlining key points helps students capture essential concepts. Consequently, starting to write during the reading process is particularly beneficial, it allows students to develop an initial interpretation of ideas which can be later refined and organized.

When using an author's work or ideas, it is essential to reference the original source. As academic reading involves actively engaging with texts and integrating insights into one's own understanding, ensuring that this incorporation of ideas is both ethical and transparent. Citing sources acknowledges others' contributions and shows engagement with the academic conversation. Proper citation establishes a strong intellectual foundation and enhances the credibility and quality of writing (Craig, 2013).

Indeed, three fundamental skills are needed when writing: summarizing, paraphrasing, and direct quotation. Summarizing involves presenting an overview of a text's main ideas, issues, and general meanings in one's own words, providing a concise picture of the original author's message. Sources help the writer make a point, and academic writers are responsible for citing all the sources used. Paraphrasing focuses on a specific issue, idea, or section of a text and reformulates the original text's meaning using entirely different wording and structure, again proper citation of the original work is required. Direct quotation is usually identified by quotation marks or block indentation, reproducing an author's exact words. Quotation is generally used for specific purposes:

- To present a very well-stated passage of text whose meaning would be lessened if paraphrased: sometimes, an author's words are so powerful or precise that changing them would diminish their impact.
- To present an idea or argument: quoting someone can lend credibility to the argument being advanced, especially when the individual being quoted is an expert or well-known authority in the field.
- To present evidence, support, or comparison: constricting viewpoints set up for discussion and critical analysis.

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5.2.2. Critical and analytical engagement

Being critical is not merely about praising or criticizing the work of others, but rather about a rigorous intellectual engagement that demonstrates higher-order thinking skills and an ability to contribute meaningfully to academic discourse. Academic writing expects authors to take a critical stance on the information they are investigating. A critical stance means moving beyond just describing or summarizing the authors' sources, to questioning, analyzing, interpreting and evaluating it. In other words, adopting a critical stance involves closely examining text in terms of its definitions, ideas, assumptions, findings, and arguments. This approach emphasizes questioning and inquiry, which shows respect for the contributions of others (Kamler & Thomson, 2006). It is not about being negative regarding someone else's work; rather, it is about assessing the contributions of other scholars and asking questions that will help the students evaluate their work more effectively.

5.2.3. Intertextuality

When writing an academic paper, the first step is to read and analyze several texts. The next step involves connecting ideas from those texts and integrating them with one's own thoughts. This process, known as intertextuality, is a fundamental aspect of academic writing. its primary purpose is to establish meaningful connections between the ideas of different authors and the writer's own arguments (Bazerman, 2023). Benzeman's study demonstrates how intertextuality governs interpretative, evaluative, and concluding propositions in academic writing. Each proposition is seen as linked to previous and subsequent propositions, forming a coherent line of argumentation.

Intertextuality is essential in academic writing since it connects individual works to the broader academic conversation, by building a network of ideas and knowledge that moves the discipline forward. It emphasizes that knowledge is not created in a vacuum, but through a dynamic and ongoing process of engagement with existing ideas. By using intertextuality, writers acknowledge that their work is influenced by existing research and contributes to the broader discourse in their field.

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5.2.4. Structuring an argument and substantiating claims

Mastering the art of argumentation is an essential and rewarding endeavor that requires dedication and practice over time. One of the foundational elements of higher education is engaging with a diverse array of texts, which fosters critical thinking and sharpens analytical skills. By immersing in a variety of books, documents, and journals in different styles, students can learn from skilled authors how to construct clear, persuasive, and well-supported arguments.

While there is no single method for developing a robust argument, effective arguments consistently incorporate key elements such as clear focus, logical reasoning, and strong evidence. A compelling argument not only reflects a writer's critical and objective perspective but also demonstrates a commitment to thorough analysis. Leki (1998, p. 258) highlights several pitfalls to avoid, which can undermine the overall strength and clarity of an argument:

- Overstatement and unfounded generalizations.
- Oversimplification of both argument and opposing viewpoints.
- Logical fallacies.
- Reliance on inappropriate authorities.
- Use of emotionally charged language.
- Outdated information.

A controlled, reasonable, and convincing argument demonstrates the writer's capacity to consider opposing viewpoints and evaluate them fairly. Key skills to develop include maintaining an objective tone, using appropriate sources to support claims and evidence, and presenting a clear, logical, and organized analysis.

5.2.5. Academic tone and voice

Maintaining a formal academic tone is essential for successful academic writing. The language used in academic assignments must be clear, objective, and precise, avoiding slang, colloquialisms, and overly casual expressions. It is crucial to employ formal academic vocabulary to ensure that the writing is suitable for an educated audience. Additionally,

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sentences should be concise and well-structured, emphasizing clarity. Academic writing also requires an impersonal tone; thus, students should avoid using first-person pronouns such as “I” or “we,” unless specifically instructed to do so. Instead, a third-person perspective is often preferred, as it maintains objectivity and professionalism (University of Leicester, n.d.).

Another essential aspect of academic writing is coherence and cohesion. Students should utilize linking words and phrases, such as “therefore,” “in addition,” and “consequently,” to connect ideas and create a smooth flow of arguments. The use of transitions ensures logical flow of ideas, with each point supporting the next and contributing to a coherent overall argument (Swales & Feak, 2012).

Although voice can be difficult to define, it remains crucial component of successful writing. Developing and refining a unique voice allows writers to produce work that stands out, reflects individuality, and communicates more effectively with readers. The more writers cultivate their voice, the more their writing becomes authentic, compelling, and memorable.

In academic discourse, every piece of writing has a voice; essentially, voice in academic writing is the representation of the writer’s presence through their writing (Richards & Miller, 2005). Mulvaney and Jolliffe (2005) further elaborate on this concept, defining it as a composite of the writer’s personality, the perspective they assume (which is often shaped by the intended audience, rhetorical purpose, and existing knowledge), and the overall tone of the text (p. 18).

5.3. Web based learning tools for writing

Web-based writing tools have markedly reshaped the processes through which writing skills are acquired and refined. With ongoing technological advancements, traditional instructional methods have taken a backseat, paving the way for more interactive and engaging platforms that cater to a wide range of learners’ attentions. Unlike the conventional way of learning, which is centered on the teachers, web-based learning directs its attention toward the learners. These tools enhance writing and skills and improve writing style by making writing more interactive, engaging, and collaborative. As technology develops, there is potential for these tools to assist and inspire writers to be active, self-reliant, and no longer passive participants, offering a brighter future for web-based learning and writing instruction.

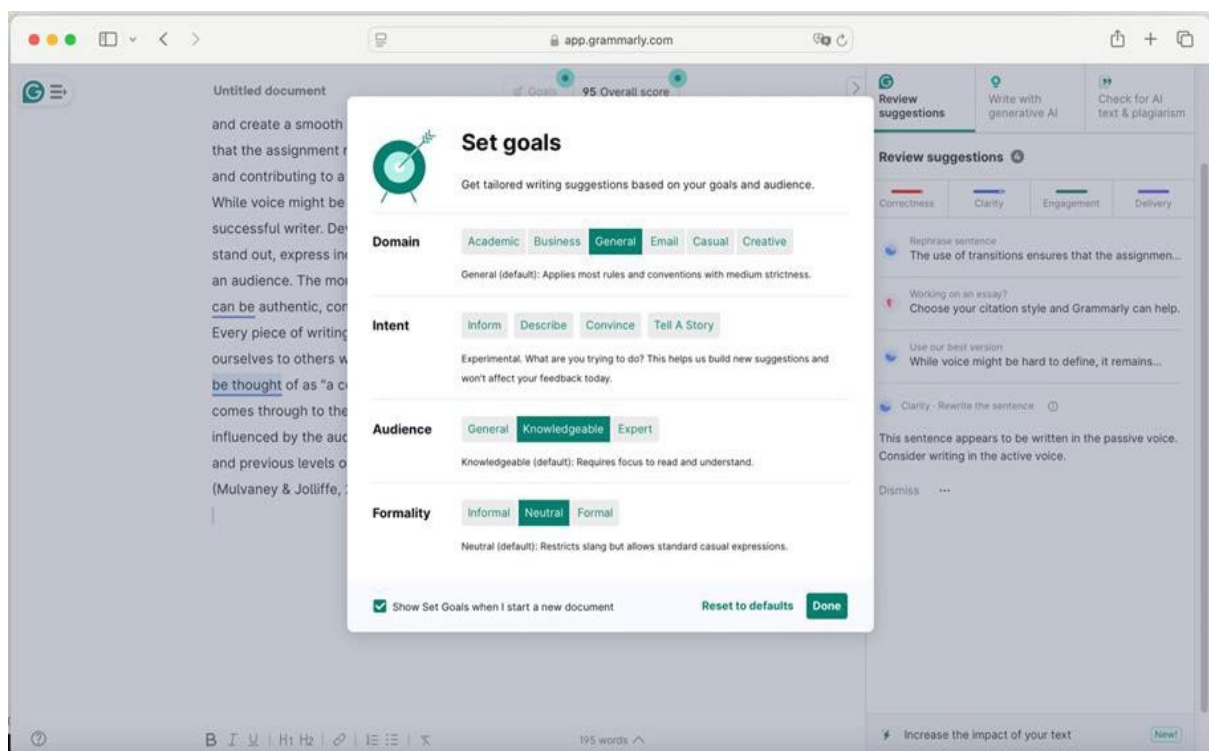
One of the most popular web-based platforms for writing improvement or called automated written corrective feedback websites which is gaining insights lately is Grammarly. This tool

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offers instant corrective feedback i.e., robust spelling and grammar checks, suggesting corrections and alternatives to enhance the overall writing quality. Grammarly also provides detailed explanations for each suggestion, enabling learners to understand and improve their mistakes. Additionally, it offers helpful guidelines on punctuation, conciseness, style, and clarity, making it all-in-one tool for improving writing skills.

Digital writing platforms provide substantial benefits to educators through increasing efficiency in identifying and managing students' mechanical and syntactical mistakes, this allows instructors to devote more time to higher-order pedagogical decisions, such as determining how the overall content comes together and how the argument is being developed throughout the text, with its user-friendly interface, Grammarly guarantees an enhanced learning experience for students and teachers alike.

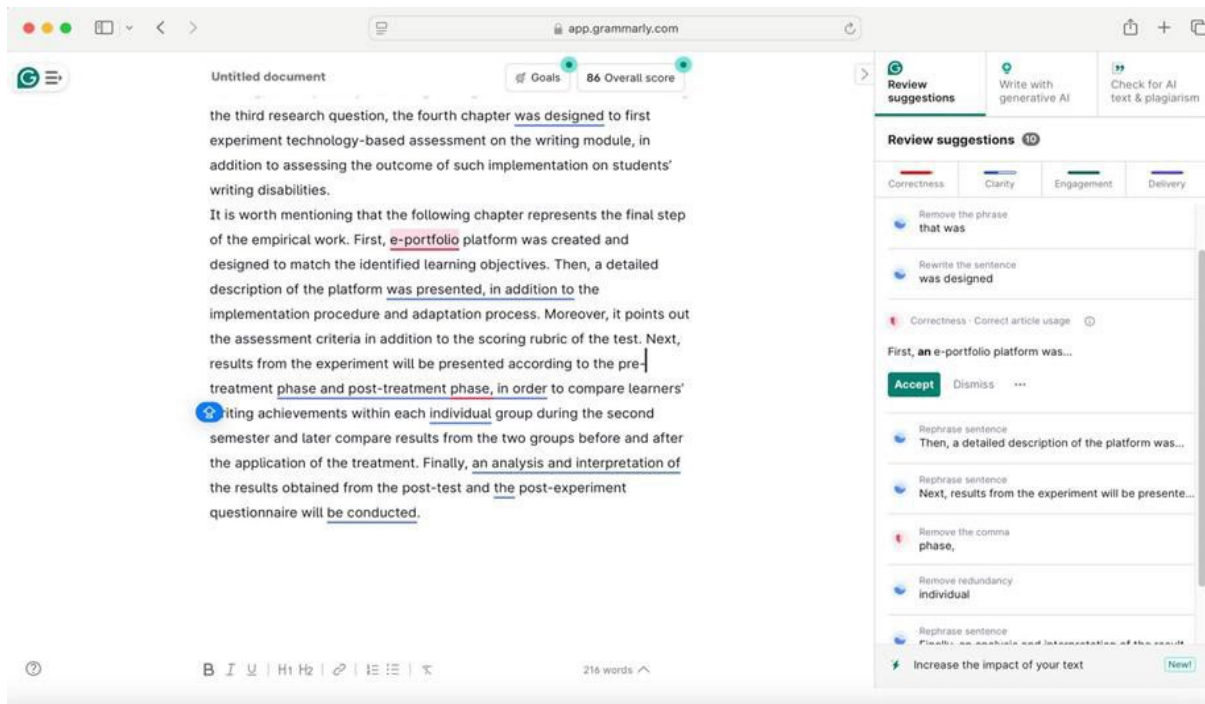
Figure 5.1: Setting Goals before Starting the Correction



Once the writing goal are set, it gives instant automated feedback, the tool immediately analyses the text to identify and correct syntactic, lexical, and mechanical errors. It subsequently offers alternative phrasing to enhance writing quality, along with explanatory advice and relevant grammatical rules. An example is shown below.

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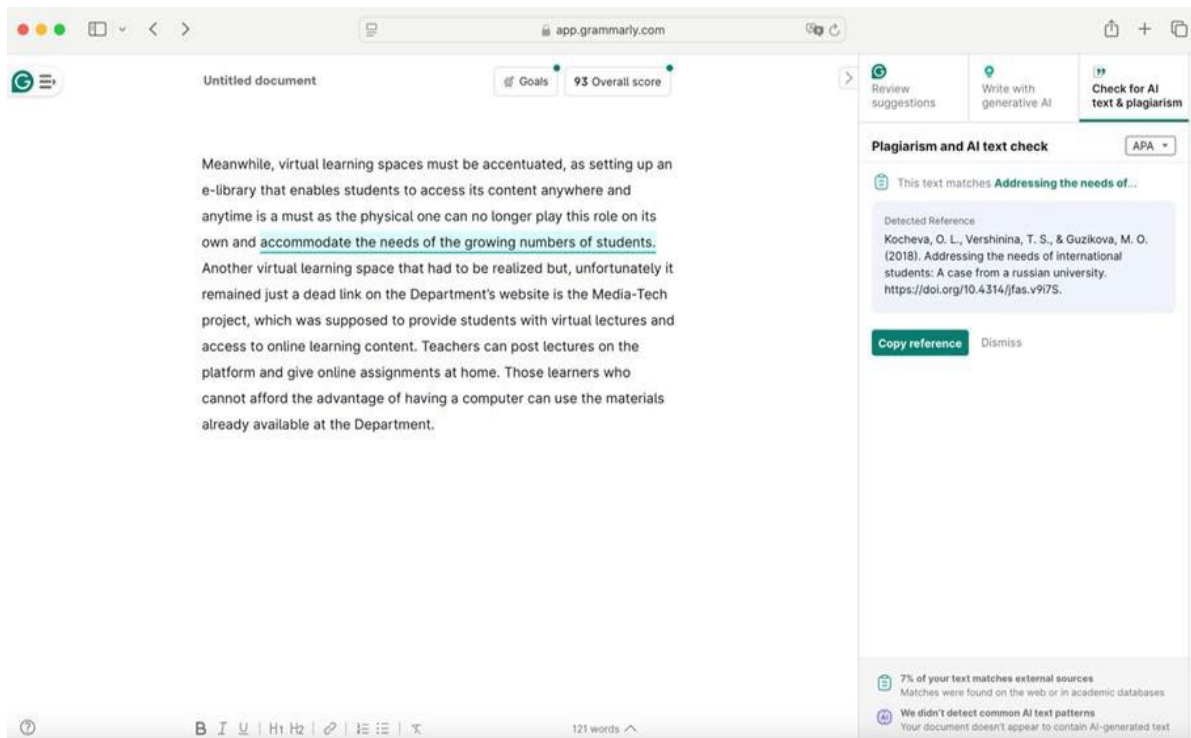
Figure 5.2: Example of the Correction of Grammarly



Firstly, Grammarly's primary function is to act as a powerful grammar checker. During the writing process, it is common for writers to overlook minor errors, such as punctuation mistakes, missing pronouns, subject-verb agreement, or misspelled words. Grammarly efficiently scans the text and highlights potential mistakes, providing suggestions for corrections. This instant feedback allows a quick identification and rectification of errors, ensuring that writing maintains a high standard of linguistic accuracy. Furthermore, Grammarly extends beyond basic grammar checking, it provides advanced suggestions for improving the quality and unity of the text. It evaluates clarity, conciseness, and cohesiveness, allowing writers to improve and refine thoughts and ideas and make them more compelling. Users of Grammarly, can significantly elevate their work from mediocre writing to highly-effective, ensuring clearer communication and increase reader engagement.

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Figure 5.3: Plagiarism Checker on Grammarly



One of the best features of Grammarly is plagiarism detection. Academic integrity is important, and unintentional plagiarism can result in serious consequences. Grammarly checks text against many databases to ensure that writing is original and cited properly. This function is particularly useful for students because it helps them develop good academic writing practices, and ensures they do not accidentally commit an ethical (faux pas).

To better understand the functionality of Grammarly as a web-based learning tool, the following example is given to demonstrate how the platform operates in practice.

- 1) Access Grammarly: to begin using Grammarly, the user first accesses the platform by opening a web browser and navigating to the official Grammarly website. An account must then be created, either through the free version or premium subscription, depending on the user's needs.
- 2) Set Goals: once logged in, Grammarly allows users to set goals so that the platform can tailor its suggestions accordingly. For instance, selecting “academic” as the writing goal prompts the system to prioritize clarity, formality, and precision, thus, ensuring that the suggestions align with academic writing conventions.

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- 3) Upload or Copy Text: After configuring these settings, the users may either copy and paste their text directly into Grammarly's editor or upload an entire document file (e.g., Word documents or PDFs).
- 4) Grammar and Spelling Checks: Grammarly automatically detects grammar and spelling mistakes, underlining them and offering corrective suggestions to improve accuracy.
- 5) Clarity and Conciseness Checks: The tool also evaluates clarity and conciseness, identifying overly complex sentences, repeated words, and vague expressions. It suggests alternatives to enhance readability.
- 6) Plagiarism Detection: Grammarly checks writings against a vast database of content to identify potential plagiarism, which is especially important in academic writing.
- 7) Learning Opportunities: Grammarly do not only corrects errors but also explains the grammatical or stylistic rules behind its suggestions, making it an educational tool.

Another noteworthy online writing tool is the Hemingway Editor. The Hemingway Editor is a writing tool designed to aid readability and conciseness in written texts. The Hemingway Editor highlights passive voice, complex sentences, and adverbs, encouraging the author to revise their works to achieve better simplicity and precision.

Additionally, online applications such as Pro Writing Aid and Google Docs, offer opportunities for writing collaboratively. Pro Writing Aid permits users to gain a comprehensive overview of grammar, style, and clarity, to develop their writing. Pro Writing Aid allows users to get real-time feedback when collaborating with others, making it perfect for a writing workshop or group project. Google Docs is different as it is a cloud-based platform that allows multiple users to work on the same document simultaneously.

5.4. The need for basic ICT equipment

Adapting to technological advancements involves assessing existing equipment, however, the implementation of new technologies often demands financial investments that many universities are unable to afford. One major challenge observed by the researcher is the lack of reliable internet connectivity. The University of Sidi Bel Abbes does not possess the necessary network infrastructure needed to properly support the integration of educational technology.

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There is no valid justification for the continued absence of ICT equipment at the level of English Language Department. The lack of internet connectivity remains a significant barrier to the adoption of modern educational technologies. As the recent pandemic has demonstrated, academic institutions must be prepared for such disruption and prioritize the development of digitalized courses and technological learning environment.

The absence of the most basic technological tools -such as laptops and data projectors- is detrimental in the twenty first-century, despite the admitted and proven positive impact of internet on teachers' practices and students' learning experiences, especially in encouraging learner-centered practices and collaborative learning activities, including project-based learning and independent inquiry. This lack of recourses limits the personalization of students' learning and overall development.

The administration should therefore strongly consider providing, at the very least, some basic ICT equipment, like adequate data projectors and a permanent internet connection, given the fact that most teachers already possess personal laptops that could be used for instructional purposes. Keeping in mind that networking equipment includes switches, routers, firewalls, and other network devices to establish a campus-wide network. It helps in connecting computers, servers, and other devices to form a reliable network infrastructure for teaching and learning experiences.

In addition, setting up a language laboratory with sufficient computers, effective sound system, and specialized software for teaching core skills, such as listening and speaking, would help students and enable teachers to address these often-neglected areas properly. Meanwhile, it is necessary to focus on the establishment of virtual learning environments, especially e-libraries. These platforms are essential for providing students with broad access to content (learning materials); a physical library is no longer sufficient to accommodate the growing number of students (Kocheva et al., 2018). Unfortunately, other virtual initiatives, including the Media-Tech project, which was intended to provide online lectures, learning resources, and opportunities for teachers to assign work from distance, have only resulted in a now-defunct website.

Universities should have a dedicated team of information technology (IT) professionals responsible to provide technical assistance and maintenance for the ICT equipment. This includes tasks such as software installation, system updates and proper functioning of

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technology-related equipments Moreover, institutions must prioritize the establishment of effective digital learning platforms;

- Virtual Learning Environment (VLE): A VLE provides a platform for the provision of online courses, the organization of course materials, and supports communication and collaboration among students and teachers.
- Learning Management System (LMS): This software enables the management and delivery of online courses, student activities, and assessments. It typically includes features such as discussion forums, assignment submissions, and grade management.

Research has shown that limited access to resources and insufficient IT infrastructure have been identified as the key barriers that prevent students from fully utilizing technology. It is therefore essential for universities to routinely examine and update their ICT equipment to ensure alignment with continually evolving technologies

5.5. The need for teacher training

With the widespread use of technology, education needs to adapt to this change, students need to be equipped with the knowledge and skills that the requirement of a digital age may demand. In order for students to become confident and competent users of technology in education, it is essential that the teachers receive appropriate training to implement meaningful uses of technology into their teaching/learning practices.

There are many ways in which technology can enhance student learning process. Interactive tools that lend themselves to such instruction, include the use of multimedia presentations, educational websites, and virtual simulations, which engage learners in a more dynamic way and support deeper cognitive understanding of the subject matter. However, as previously discussed, teachers must master how to use technology and how technology complements the curriculum, it is important that technology is integrated, and not merely introduced into lesson plans. Without proper training, teachers may have difficulty integrating their technology into the content effectively. In fact, the learning tools become more distracting and less useful. This study examines the perceptions of many teachers who are resistant to using new technologies in their classrooms for a variety of reasons.

The research suggests that multiple teachers are reluctant to use new technologies in their classrooms for a myriad of reasons. Teachers have been teaching and providing valuable

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knowledge to students for years, without technology, and some teachers have no reason to change the way they have taught prior to using technologies. Teachers' reluctance to use new technologies is also often rooted in lack of knowledge and adequate instructional technology preparation. Teacher preparation has been recognized as an important component in successful technology integration because it influences both attitudes toward Computer Assisted Language Learning (CALL) and the likelihood of using new technologies in their teaching practices. In order to effectively use technologies, technical knowledge is required. Meanwhile, technology creates possibilities for collaboration and communication opportunities between teachers and students. Video conferencing, online discussion forums, instant messaging services, all of these tools create a way for communication between educators and learners, regardless of where they are located, or how long they have been separated. With training, teachers will learn to utilize these tools safely and effectively be able to address privacy issues, guide online discussions, and effectively create social presence in online virtual learning. Without adequate training for the proper use of these technologies, the potential for meaningful collaboration and communication remains untapped.

Technology allows for personalized learning experiences tailored to individual students' needs. With the aid of online assessment tools and learning management systems, teachers can identify students' strengths, weaknesses, and learning preferences. these valuable insights allow educators to design personalized learning paths by adjusting the pace, content, and instructional approach as required. However, such customization necessitates proper training to enable teachers to collect and analyze data effectively and implement appropriate strategies based on the findings.

Likewise, faculty members who are resistant to the inclusion of educational technologies typically do so because they have difficulty with conceptualizing the role of CALL within traditional teaching practices, as well as the possibility of achieving meaningful learning outside classroom learning spaces (Agamba, 2015). Thus, it is essential that pedagogical training provides some theoretical framework (i.e. support and justification) for using technological tools and demonstrateS how to apply that framework by making teaching and learning principles clear for selecting and a prioritizing the intended use of each ICT tool. "In the absence of training, the potential benefits of technology for personalized learning remain unfulfilled, denying students the opportunity to reach their full potential" (Agamba, 2015, p. 4).

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Lastly, rapid technological advancements mean that teachers must continually update their skills to keep up with the ever-evolving digital landscape. Teachers require ongoing professional development to stay current, whether learning new software applications, exploring emerging technologies, or staying updated on cyber-safety measures. Without regular training, teachers may fall behind in their ability to incorporate technology to their educational approaches, resulting in outdated methods failing to engage today's digital-native students adequately.

5.6. Normalization/ contextualization of e-assessment at the department of English of Sidi Bel Abbes University

This section emphasizes the non-alignment between the curriculum and e-portfolio functions. Its purpose is to develop methodical recommendations for test designers and instructors alike to cope with the challenges of organizing the online assessment process.

Compiling qualitative valid tests, and developing accurate evaluation tools are among the main outstanding challenges for teachers. A number of studies have proved the superiority of e-portfolio assessment over traditional classroom assessment methods. However, despite a considerable number of studies, methodological recommendations for organizing e-assessment efficiently in higher education have not been provided.

Although paper portfolios are commonly used in language classrooms, they pose certain limitations, including delayed communication between instructors and students, physical bulkiness, and restricted opportunities for collaboration with peers. After mastering the platform's functionalities, teachers must encourage frequent updates and collaborative work by engaging in ongoing dialogue and creating a loop of dynamic feedback, that fosters the continuous development of writing. Teachers can engage in a range of activities that support and track development, reflection, feedback, and support assessing for learning to take place in a dynamic environment rather than a static setting classroom environment. The classroom context should be only reserved for explanation, guidance, and discussion of the new concept of the e-portfolio platform. Once the students grasp the criteria that will be used for assessment at the beginning of the course, they can take ownership of their learning process.

Moreover, since learners, unlike their instructors, expressed their positive attitudes for such intervention in the post-experiment questionnaire. the researcher proposes to expand the e-

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assessment experience by exploring other facets of the e-portfolio platform. The survey results confirm that e-assessment is rated as a prior activity by learners due to its easy accessibility, fast feedback, and interactive implementation methods. Therefore, the researcher has developed methodical support for designing e-assessment activities, which involve determining intended recipients and purpose of testing, selecting appropriate instruments and e-platform, specifying forms of feedback, clarifying the tasks, and providing a knowledge base for operating e-tests.

Now, we will consider practical ways of addressing the e-assessment issue. Dr I. Koneru supposes that Learning Management Systems (LMS), such as Moodle (Modular Object-Oriented Dynamic Learning Environment), supports integrated e-assessment systems. It provides formative (self-assessment, peer assessment, tutor-marked assignments), summative, and competency-based assessment.

In language teaching practice, assessment typically includes self-assessment through self-check exercises, in-text activities, continuous and tutor-marked evaluation, and summative assessment through term-end tests. Hence, by developing an e-assessment, educators take advantage of the Moodle quiz feature, which enables the organization of a time-bound activity and supports various question types of lecturers. The term-end tests may consist of 100 different types of questions, namely, multiple-choice questions (MCQs), matching, and short answers.

For instance, to obtain information on the different types of MCQs, as well as how applicable these types are to stimulating higher-order thinking skills (HOTS) in the students. Test questions are shuffled so that each student will get a different assignment. This reduces, to a minimum, the potential for cheating on the test. Additionally, the students can see the correct answers as soon as all the respondents complete the quiz; this, in turn, prevents sharing the information with group mates. Students' answers are checked and recorded automatically, which makes assessment error-free and delivers instant feedback. Automatic grading helps the learners accurately track their progress and creates a reliable e-assessment system.

Overall, e-assessment tools offer significant advantages in terms of efficiency, accuracy, and pedagogical effectiveness. By automating grading, providing immediate feedback, and enabling multiple questions type. These tools support both formative and summative assessment while encouraging higher-order thinking. When properly implemented, e-assessment enhances the process,

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fosters academic integrity, and allows educators to make decisions based on data that can be used to refine instruction and support students for the purpose of enhancing learning outcomes.

5.7. Introducing of e-portfolio tool to the stockholders

An e-portfolio is a digital collection of a student's work, accomplishments, and reflections (Miras & Kubler, 2016). It provides a comprehensive overview of their academic journey and allows them to showcase their skills, achievements and growth over time. Introducing an e-portfolio tool to stockholders can unlock various advantages that promote innovation, collaboration, and personalized learning. First and foremost, e-portfolio usage is inevitably complex to implement in short timeframe, and challenges to e-portfolio implementation need to be addressed. It is recommended that government policy recognize e-portfolio practice as a strategy to build an integrated relationship between higher education and the school sector. this approach aims to support the individual's lifelong and life-wide learning needs while increasing the potential for career progression.

Learner mobility across education, training, and employment sectors requires processes that allow data about individuals to be both exported and imported across different systems and services with the assurance that the data is both secure and accessible. Technical standards and interoperability frameworks developed through international collaboration (for example, the e-framework for Education and Research, and the IMS Global Learning Consortium) represent a key aspect of e-portfolio practice, supporting the exchange of information and data across institutional and sectoral boundaries, thereby, supporting continuity in learning, assessment, and professional development.

Additionally, introducing an e-portfolio tool cultivates critical thinking and self-reflection skills among students. In traditional assessments, students often receive grades without understanding the specific areas they excelled in or needed improvement. However, e-portfolios enable students to review their work, reflect on their progression, and evaluate their strengths and weaknesses. This reflective practice increases self-awareness and self-evaluation abilities and challenges students to seek goals and take ownership of their own learning. At this stage, students have become active in their learning. They can use this reflective process to progress towards their goals in ways that are meaningful to them.

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E-portfolio facilitates both collaborative learning and feedback. Teachers are able to share timely and specific feedback to students by highlighting areas of improvement along with acknowledging level of achievement. The interaction develops a growth mindset which builds resiliency and perseverance. In addition to this, e-portfolios can also be shared with peers. This strengthens the home-school connection and allows for collaboration in the learning process, when all stockholders are involved in the same educational process, the students draw from their perspective, guidance, and support beyond the teacher's voice, all of which contribute to an overall, comprehensive learning experience.

It is essential that academic policies in higher education institutions be mindful of the contributions of e-portfolio as a facet of various teaching and learning pedagogies that are furthering good in improving learning and teaching quality in their institution. Many early adopters of e-portfolio practice have acknowledged the transformative capabilities of the e-portfolio process, when applied as part of teaching and learning, for students to move from simply knowing what they have learned, to considering on how they have learned, thereby, fostering deeper metacognitive awareness and self-directed learning.

By reflecting on their own learning and achievement, learners are encouraged to plan for their personal, academic and career development. Currently, e-portfolio practitioners in higher education are eager to break away from their sense of isolation and work collaboratively across disciplines and institutions to further their knowledge and understanding. It is recommended that academic policy in higher education institutions recognizes the value of e-portfolio practice as a component of different pedagogies that enhance the quality of learning and teaching across the institution.

To sum up what have been discussed. Introducing an e-portfolio tool to stockholders in education can have several important benefits:

- 1) To enhance communication and collaboration: E-portfolio tools provide a platform for stakeholders (teachers, students, parents, and administrators) to communicate and collaborate in one space. They can share messages, provide feedback, and collaborate on student achievements and progress.
- 2) To improve accessibility: E-portfolio tools offer stakeholders anytime, any- where access to student work, progress, and assessments. This allows for enhanced

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transparency and provides a clear picture of each student's capabilities, strengths, and weaknesses.

- 3) To promote personalized learning: E-portfolio tools support the documentation of individual student learning. Stakeholders can monitor progress and adjust teaching practices to incorporate personalized learning strategies. Learning gaps can be identified, and continuous interventions can be implemented to support each student's learning journey.
- 4) To provide meaningful assessment: e-portfolio tools enable holistic assessment of student work. Rather than relying solely on traditional assessments and examinations, stakeholders can evaluate students based on skills, creativity, critical thinking, and problem-solving.
- 5) To enhance parent partnership: E-portfolio tools provide parents with the opportunity to actively engage in their child's education. This partnership between parents and other stakeholders supports both student improvement and academic completion.
- 6) To foster lifelong learning: E-portfolio tools encourage continuous learning by promoting reflection on progress and areas for improvement. They help both students and stakeholders set future learning goals, develop self-reflection, goal-setting, and self-assessment skills, and foster ownership of the learning process.

5.8 Collaborative efforts for effective e-portfolio implementation

Table 5.1 illustrates the potential benefits of e-portfolio for different constituent groups; however, no single group may perceive that the challenges addressed by e-portfolio are substantial enough to justify its adoption independently. Therefore, in most cases successful implementation of e- portfolios requires commitment from multiple stakeholders across the university or college. Obviously, the successful adoption of e-portfolios for writing assessment depends on the collaborative efforts of both teachers and students. Teachers provide structure, feedback, and technical support, while students contribute through engagement, self-reflection, and goal setting. Both parties must actively participate to ensure that e-portfolios are an effective tool for evaluating and improving writing skills. Additionally, the administrators' contributions can be summarized with three key aspects; institutional policies, coordination, and resource allocation. This ensures the effective implementation of e-portfolio. Library on the other hand, supports e-portfolio uses by offering digital resources and technical assistance. The faculty plays a central role in designing learning activities and students assessment and feedback.

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Table 5.1: Community Contribution for Successful Adoption of Online Evaluation

Strategy	Contribution
Teachers	- Provide strategic direction on how e-portfolios can support the mission of the university; - Explain how e-portfolios can be used as sources of data for divisional planning and accreditation activities; - Allocate resources for adoption.
Students	- Actively engage with feedback from teachers and peers, using it to revise and enhance their writing by critically assessing their work before submitting it. - Reflect on their writing and learning process, recognizing areas for improvement and setting goals for future assignments. - Adapt to technological challenges, such as managing file formats, uploading documents, or addressing technical problems independently.
Administration Department	Assistance: Provide input into how e-portfolios' workflow/- operation can support the advising process (e.g., how it will best capture students' academic, research, and extracurricular activities). Teaching/Learning Support: Facilitate conversation about online evaluation and e-portfolio application. Assist with planning user support infrastructure. Recommend appropriate technical infrastructure.
Library	- Recommend long-term archiving strategy for student artifacts.
Faculty	- Develop budget for hardware, software, and technical support. - Recommend appropriate technical infrastructure. Provide strategic direction on how e-portfolios can support the mission of the university and how they can be used for divisional planning and accreditation.

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5.9 Choosing e-portfolio as tool for learning/ assessment

The integration of digital tools into education has transformed the ways in which learning and assessment can be conducted, offering opportunities for more interactive, student-centered approaches, e-portfolio supports both the development of learning and the assessment of students. The capacity for continuous documentation and reflection makes e-portfolio particularly valuable especially in the context of writing instruction, where development occurs progressively and requires both formative and summative assessment.

It should be noted that the motivational aspect of the e-portfolio platform is identified, according to the researcher's interpretation of learners' responses in the post-experimental questionnaire, one of the reasons behind the experimental group's improved scores is the platform's interactive and creative features which appear to encourage students to invest more effort and time in their writing, fostering a sense of accomplishment and intrinsic motivation.

One of the key advantages of using e-portfolios as a tool for learning and assessment is the flexibility they offer. Traditional methods of assessment, such as exams and essays, have strict guidelines and limited space for students to showcase their abilities. However, e-portfolios provide students with the freedom to demonstrate their skills in diverse ways. They can include multimedia elements such as videos, audio recordings, and images, allowing students to present their work in a format that best represents their abilities.

Although e-portfolios have become one of the crucial technological applications in English as a Foreign/Second Language (EFL/ESL) pedagogy, learners' experience and perception of learning with this digital device still remain largely unexplored. The study, drawing on a theoretical framework, centers on three EFL learners to obtain their in-depth and contextualized views and stances on e-portfolios. The findings indicated that learners positively perceived e-portfolios, particularly for raising metacognitive and affective awareness and providing multidimensional perspectives on evaluation. However, they articulated a few concerns, such as (1) e-portfolios being time-consuming, (2) uncertainty and self-perceived insufficient English proficiency while carrying out self- and peer-assessment, (3) misconceptions and dissatisfaction. Another important issue is that using e-portfolios is more ecologically sound, reducing the need to use paper-based portfolios. This means that there will not be a need for printing useless papers whenever there is a revision for any document. Thinking towards using e-portfolios, editing, and modifications can be done easily by changing font or

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layout to suit different purposes and audiences. Therefore, one way to become an eco-friendly person is by encouraging everyone to become eco-friendly themselves and utilize e-portfolios to save natural resources.

Gray (2008) states that it is “a purposeful aggregation of digital items – ideas, evidence, reflections, feedback, etc., which presents a selected audience with evidence of a person’s learning and/or ability” (p.7). E-portfolios provide a digital means of storing student work, while tracking student progress in learning, whether across contexts, or over time. The advantage of an e-portfolio system lies in both the ability for teachers to monitor and report on student progress, competencies, and achievements as well as the ability for students to participate in an active process that enables them to take ownership of their learning. This process fosters self-awareness, enabling students to reflect on and articulate their strengths, weaknesses, accomplishments, and learning experiences in order to better prepare for the future. Ultimately, students must take responsibility for their language skill development and actively participate in their own academic success.

E-assessment systems can alleviate the workload of both teaching and administrative staff by eliminating time-consuming tasks such as collecting student assignments, organizing and grading assessments, distributing feedback and grades, and tracking student performance (Joint Information Systems Committee, 2010; Pachler et al., 2009). Furthermore, the use of assessment rubrics facilitates the implementation of automated marking systems and supports the creation of a reusable repository of standardized feedback comments - E-portfolios can be used in assessment by teachers in a variety of ways:

- 1) Creating a holistic view: Teachers can use e-portfolios to gather evidence of student learning and progress over time. Students can showcase their work, reflections, and achievements in different subjects or skills. This provides a more comprehensive view of students’ learning and allows teachers to assess their overall growth.
- 2) Formative assessment: E-portfolios enable ongoing assessment, as students can regularly update and add evidence of their learning. Teachers can provide feedback, suggestions, and comments on students’ work in real-time, fostering continuous improvement. This form of assessment promotes self-reflection and active engagement in the learning process.
- 3) Self-assessment: E-portfolios encourage self-assessment capabilities. Students can self-evaluate their work, review their progress, and set goals for improvement. By taking

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ownership of their learning, students develop valuable lifelong skills and become more responsible for their education.

- 4) Collaboration and feedback: E-portfolios facilitate collaboration among students and between students and teachers. Peers can provide feedback and comments on each other's work, promoting peer-assessment and constructive criticism. Teachers can also provide formative feedback on students' work, fostering a dialogue for growth and improvement.
- 5) Showcasing achievements: E-portfolios serve as a platform for students to showcase their best work and achievements beyond traditional assessments. This is particularly useful for demonstrating progress in areas such as creativity, critical thinking, problem-solving, and collaboration that may not be easily assessed through exams or tests.
- 6) Differentiation and personalization: E-portfolios allow teachers to tailor assessment to individual students' needs and abilities. Students can select examples of work that best represent their learning, highlighting their strengths and areas for growth. This personalized approach to assessment promotes a better understanding of each student's unique abilities and learning styles.
- 7) Documentation and tracking progress: E-portfolios provide a digital record of students' learning journeys. Teachers can use this documentation to monitor and track progress over time accurately. The e-portfolio serves as a valuable tool during conferences or meetings, enabling a more comprehensive discussion about student growth and development.
- 8) Long-term assessment: E-portfolios allow for assessment of students' long-term development and growth across multiple years. Teachers can review past work, reflections, and goals to evaluate progress over an extended period. This provides valuable insight into student development and helps in identifying areas that may need further attention.

By incorporating e-portfolios into assessment practices, teachers can provide a more holistic, personalized, and comprehensive evaluation of students' learning and progress

5.10 The rationale behind choosing e-portfolio as a self-assessment tool for EFL learners

One of the most essential aspects of using e-portfolios in English as a foreign language (EFL) learning is their ability to promote learner autonomy. An important part of learner

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autonomy is self-assessment or reflection, where learners actively engage in the learning process. Raedan et al. (2016) report that e- portfolios help to promote learners' autonomy by allowing learners to reflect on their successes and failures, and to indicate aspects of their English language learning that may need improvement, as well as set goals for further learning. E-portfolios afford the opportunity for learners to provide peer feedback and involve aspects of collaboration and knowledge construction, all of which are integral to developing learner autonomy.

Using e-portfolios as a self-assessment tool for EFL learners can be highly motivating due to their ability to encourage self-reflection and demonstrate progress over time. Kabilan et al. (2010) argue that e-portfolios have the potential to motivate learners by enabling them to visualize the learning process. By allowing learners to keep a record of their language learning process and display their progress, e-portfolios are a strong motivational device that can give the learners a sense of confidence for continued effort.

Moreover, e-portfolios provide a holistic approach to assessment because various aspects of skills/competencies can be integrated in an e-portfolio. Traditional assessment typically focuses on learners' knowledge of grammar and vocabulary. Traditional assessment methods do not assess other variables and skill areas such as communication, creativity, and critical thinking. E-portfolios can represent an integrative form of assessment, showcasing a language learner's communication ability, critical thinking skills, and application of language use in authentic contexts. The holistic role of e-portfolios in assessment acknowledges the current shift toward more communicative and learner-centered orientation in language learning. For instance, e-portfolios provide authentic assessment opportunities because they capture real-life language use and performance. Unlike traditional assessments that capture English language learners' proficiency through standardized tests or quizzes, e-portfolios afford an authentic and meaningful way of documenting learners' language use. They allow learners to demonstrate their preparedness and competence in language skills to future institutions or employers.

The results of the research show many of the benefits of e-portfolio practice in relation to learners' growing sense of ownership, feedback from teacher and peers, enriched learning experiences on both personal and technological levels, greater potential for self-improvement, and increased awareness of the learning process. Here are the reasons for choosing it, based on several factors;

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- 1) **Personalized Learning:** E-portfolios provide a platform for learners to personalize their learning experiences and reflect on their progress. It allows them to showcase their language skills, improvement over time, and learning achievements.
- 2) **Autonomous Learning:** E-portfolios encourage autonomy in learning by enabling learners to set goals, monitor their own progress, and evaluate their own language proficiency. It promotes self-directed learning and helps learners take ownership of their learning journey.
- 3) **Multimedia Content:** E-portfolios enable learners to include multimedia content such as audio recordings, videos, presentations, and digital projects to demonstrate their language proficiency. This enhances the depth and authenticity of self-assessment.
- 4) **Enhanced Accountability:** E-portfolios provide clear evidence of learners' language development and progress. It adds a level of accountability as learners can share their portfolios with teachers, parents, or employers, showcasing their language skills and achievements.
- 5) **Career and Academic Advantages:** E-portfolios can be used to showcase language proficiency when applying for jobs, scholarships, or higher education opportunities.

5.11 Conclusion

With the aim of developing practical recommendations for the implementation of educational technologies within the English language department. This chapter aims to connect the theoretical insights from the literature review with the findings from the data analysis chapter. Based on this foundation, this chapter propose a number of suggestions intended to enhance third-year students' writing abilities at the Department of English at Sidi Bel Abbes University. At first, the researcher starts by emphasizing on the importance of academic writing criteria. Then, it insists the need for equipping the department with basic ICT equipment in the image of a sufficient number of data projectors and permanent internet connection, alongside improving management of the existing facilities, particularly the closed computer rooms. Furthermore, the present chapter also advocates for the provision a thorough ICT training for teachers, where the faculty receives basic ICT training along with an advanced pedagogical one delivered through professional development programs, to help teachers incorporate CALL effectively into their instructional practices.

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Finally, the study demonstrates the department's ability to contextualize e-portfolios within its teaching practices. One key approach involved is exploiting the angle of collaboration. Accordingly, it assumes that being collaborators is by far one of the most important factors behind the success of e-assessment at the department, as it is likely to provide innovation and attraction in the CWE module, by promoting active collaboration, students are likely to achieve higher levels of success, exhibit stringer commitment to tasks, and high level of motivation. Ultimately these processes result in improving learning outcomes and more meaningful assessment results.

GENERAL CONCLUSION

GENERAL CONCLUSION

Students are unlikely to succeed as EFL learners unless they have a solid basis in the formal linguistic system, particularly in writing. Numerous studies have examined various aspects of the teaching and learning process in this field. It is widely acknowledged that mastering a language necessitates competence in the four primary language abilities: listening, speaking, reading, and writing. Among these, writing is often regarded as the most difficult skill to acquire, not only for EFL students but also for native speakers. Since producing well-structured written work in the foreign language is neither a trouble-free task nor an easy manageable activity. Therefore, improving students' written performance demands more than a strong understanding of linguistic structures. It also requires a supportive learning environment that fosters continuous practice and constructive feedback.

This current work is organized through five different chapters. Chapter one provides an opportunity to explore relevant literature concerning key concepts associated with writing, assessment, and e-assessment, with particular attention to the e-portfolio. To ensure clarity, the researcher finds it necessary to break it down into four different sections to cover the characteristics, features, and components of each concept. Chapter two, which covers situational analysis and research design, consists of two sections: the case study and the experiment, it outlines the overall structure of the undertaken study by highlighting the research design, methodology, data collection instruments, and the characteristics of the population under investigation. Chapter three presents the processed data of the case study quantitatively and qualitatively, drawing on data obtained from students' and teachers' questionnaires, administrators' interview, and students' written assignments and examinations, this chapter attempts to define learners' lacks, necessities and attitudes as far as writing is concerned. In this chapter the researcher exhibits the finding and results of the investigation in details, as the researcher attempts to interpret the raw data, clarify figures and percentages, and presenting them in accessible and meaningful terms for the reader.

Chapter four presents the experimental procedure and its corresponding analysis. Before the intervention, twenty-four (24) students from the experimental and the equal number from control group were selected. Both groups assumed to have comparable proficiency levels. Over the course of eight months, the performance of the two groups was evaluated following the implementation of the e-assessment procedure.

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While the control group was assessed using traditional methods within the same research context, the experimental group completed tests that were designed, implemented, administered, and then, corrected using e-portfolio platform. The chapter also reports students' experience towards using e-portfolio through post-experiment questionnaire. The fifth and final chapter aims to propose pedagogical actions intended to enhance specific aspects of the writing module, it offers a comprehensive set of recommendations designed to assist both learners and educators in improving their approaches as far as learning, teaching, and assessing writing.

The results support all four proposed hypotheses. The first hypothesis is validated: confirming that writing in a foreign language is commonly acknowledged as a particularly challenging ability for students to learn. Similarly, teaching this skill is regarded as one of the most complicated tasks for foreign language educators. One explanation for this problem is the disproportionate amount of time spent on lesson planning and evaluating students' written work compared to real classroom instruction. Furthermore, a more challenging part lies in properly guiding students as they attempt to strengthen their writing skills in a foreign language. This difficulty stems from the multifaceted nature of writing, which requires the simultaneous mastery of linguistic accuracy, vocabulary, text organization, coherence, and the ability to convey ideas clearly and appropriately for different communication purposes. On the other hand, from learners' perspective, writing an assignment in a foreign language is often overwhelmed task. Many students struggle from the beginning, find it difficult to produce ideas or structure their thoughts coherently in the target language.

With regard to the e-assessment approach, the findings confirm the second hypothesis, despite the effort and time-consuming of this approach, it represents advanced, highly developed and upgraded constituent component of e-learning aimed at measuring learner's progress. E- assessment offers substantial benefits for both students and teachers by enabling more systematic, transparent, and flexible evaluation practices. Multiple assessment methods; including formative assessment, peer-assessment, self-assessment, and e-assessment encourage reflective learning, deeper learning, and more customized feedback led to remarkable improvement in academic writing. Consequently, these practices contribute to a remarkable improvement in students' academic writing performance, demonstrated the added value of integrating technology-driven assessment into the learning process.

As far as the third hypothesis is concerned, the findings reveal that some teachers, particularly those with limited experience with technology integration, may initially resist e-

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portfolio assessment due to unfamiliarity with ICT tools or concerns about additional workload. Nevertheless, these same instructors show more incline to accept e-portfolio as tool for learning enhancement rather than as a formal assessment instrument. Conversely, students—especially younger ones who are accustomed to digital environments—generally exhibit great openness and positive attitude towards e-portfolio use. However, this disposition is not universal; not all students may automatically be receptive to e-portfolios and remain hesitant despite the perceived advantages (if they lack sufficient digital literacy or if the tool is poorly implemented). Similarly, teachers' attitudes can shift positively with appropriate training and support. Henceforth, Hypothesis number three was partially confirmed.

The fourth hypothesis is well-supported by educational theory and research. Which highlight the importance of reliable and objective assessment methods in improving writing proficiency. Traditional assessments approaches are often subjective and may yield to inconsistent results, whereas alternative strategies (peer and self-assessment) promote greater reliability while actively engage learners in the evaluation process. E-portfolios, as a part of ICT integration, provide opportunities for continuous assessment, documentation of students' progress, and multiple perspectives on student work, these features collectively contribute to more reliable, objective, and comprehensive evaluation. Ultimately, supporting the development of students' writing skill.

To address the limitations associated with traditional writing assessments, an e-portfolio initiative was introduced in the academic writing course at the English department of Sidi bel abbes university. The initiative aimed to replace periodic assessments and reinforce formative evaluation. Data were gathered from reflective essays submitted by experimental group and from items included in their e-portfolios, which were carefully examined. Last but not least, the creative practice was evaluated using Kirkpatrick and Kirkpatrick's (2006) four-level program evaluation framework, which revealed that students enjoyed the project, acquired the writing skills they needed, demonstrated positive changes in their attitude toward learning, and successfully achieved the course learning objectives. In order to analyze the students' perception about the e-assessment methodology and their role during the writing process, a quantitative, online survey was designed and administered at the final stage of the course. The results revealed their attitudes and their overall perceptions of using e-portfolio as an integral part of the classroom assessment procedure.

GENERAL CONCLUSION

The investigation carried out throughout this research leads to a number of findings at different levels: notably, the integration of e-assessment and digital technologies plays a pivotal role in enhancing EFL students' writing skills. E-portfolios, online writing platforms, and automated feedback systems provide students with opportunities to produce multiple drafts, reflect on their progress, and receive timely and targeted feedback from teachers and peers. These technological tools also facilitate formative assessment practices, which enable educators to monitor students' development over time and tailor instructional strategies to meet individual needs, thus, enhancing motivation for subsequent tasks. Furthermore, e-assessment fosters a learner-centered approach that promotes autonomy, motivation, and greater responsibility for learning. Ultimately, the findings further indicate that incorporating technology into writing assessment practices can make writing tasks less threatening, increase engagement, and provide students with a sense of accomplishment. Thus, enhancing learners' motivation and confidence to become proficient writers for subsequent assignments.

Findings also emphasized on fostering positive attitudes toward e-portfolio use which requires structured objectives, technical support, clear guidance, and step-by-step implementation. In addition to professional development, pedagogical training, and collaborative activities, all these not only improves proficiency and reflective practices but also promotes a more engaging, motivating, and effective learning environment for both teachers and students alike.

Education is a fertile land for innovation and change. Technology, on its side, has always shown a deliberate potential to transform language teaching and learning. The integration of digital tools enhances assessment and fosters reflective learning, and continuous innovation, these findings can open up for future research on long-term impacts and strategies to optimize digital learning in language education



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APPENDICES

Appendix A: Teachers’ Questionnaire

Dear teachers,

You are kindly invited to fill in the following questionnaire. Please, tick the appropriate answer and justify it whenever it is possible. We extremely appreciate your collaboration.

SECTION ONE: General Information

1- Have you received any specialized training in teaching writing?

☐ Yes ☐

☐ No ☐

• If yes, would you describe it?

.....

• If no, do you think you need such training?

.....

2- Where did you receive your training?

☐ Self-taught ☐

☐ college or university ☐

☐ A specialized school ☐

☐ Other, specify please

3- What method/ approach do you use in teaching writing?

☐ Process-oriented approach ☐

☐ Product-oriented approach ☐

☐ Genre approach ☐

Other, specify please

4- What materials do you use in teaching writing? (please list them, eg: data projector – reading texts)

.....

5- Do you follow an official programme?

☐ Yes ☐

☐ No ☐

• If yes, do you think the syllabus you are following is effective in enhancing writing proficiency?

.....

Please, go to next page.

APPENDICES

SECTION TWO: Writing Skill

1- How do you describe of the current level of most students in writing?

.....

.....

.....

2- Are you satisfied with your students' final written production?

- ☐ Yes ☐
- ☐ No ☐
- If not, explain please

.....

.....

3- What do your students mainly lack in their written production?

- | | |
|---|-----------------------|
| ☐ Lack of vocabulary | ☐ |
| ☐ Grammar and mechanics | ☐ |
| ☐ Formulate arguments | ☐ |
| ☐ Communicate ideas clearly and concisely | ☐ |
| ☐ Language accuracy and appropriacy | ☐ |
| ☐ Coherence and cohesion | ☐ |
| ☐ Others, specify, please | ☐ |

.....

.....

4- Are students aware of the criteria that characterized an academic piece of writing?

- ☐ Yes ☐
- ☐ No ☐

5- Do students find difficulties when composing essays?

.....

.....

- If yes, at which level (s)? and what kind of difficulties?

.....

.....

.....

.....

Please, go to next page.

APPENDICES

6- What are the major difficulties student's faces when writing an assignment?

- Language coherence and cohesion ☐
- Paraphrasing, referencing and quotation ☐
- Significant topic and relevant references ☐
- Expressing own voice ☐

7- What motivates your students to write?

- Writing for pleasure ☐
- Common subjects ☐
- Topics of their preference ☐
- Good marks ☐
- Only when they are obliged (formal assignments) ☐

8- As a teacher, how do you help your students improve their writing skill?

.....

.....

SECTION THREE: Assessment Procedure

1- Is your qualification related to assessment practices, i.e., have you been trained to assess and evaluate students' writing?

- Yes ☒
- No ☒

2- What types of assessment are used in your university? (you may select more than one answer)

- Midterm exams ☐
- Continuous assessment ☐
- Research papers ☐

3- How do you assess your students' written productions? (you may select more than one answer)

- Gap filling activities ☐
- Reorganizing scrambled sentences/ paragraphs ☐
- Paragraph and / or essay writing ☐
- Error correction at sentence/ paragraph level ☐
- Others, specify please

4- Which of the following essay components do you rely most in your assessment procedure?

- Neatness of the paper ☐
- Content (interesting, rich, original, relevant) ☐
- Structure ☐

Please, go to next page.

APPENDICES

- Form ☐
- Grammar/ syntax ☐
- Mechanics ☐
- Style ☐
- Fluency (coherence/ cohesion) ☐
- Diction (word choice) ☐

5- Which method(s) do you usually apply when assessing your students' essays?

- Error-count method ☐
- Multiple assessment ☐
- Holistic assessment ☐
- Analytic assessment ☐

6- How often do you assess your students' work during the academic year?

- Once a week ☐
- Once a month ☐
- Once a term ☐

7- What is/ are the purpose(s) of your evaluation?

- Certify the student's level ☐
- Reassess your teaching practices ☐
- Assess the knowledge acquired by learners ☐
- Plan remedial work/ sessions ☐
- Monitor the learning progress ☐
- Help identify areas that need extra work ☐

SECTION FOUR: ICTs

1- Does your department use e-learning/ e-assessment?

- Yes, it is widely used throughout the department ☐
- Yes, some individual teachers use it ☐
- No, we are introducing it ☐
- Not at all ☐

2- How would you rate the overall quality of technological support for teaching and learning in your department?

- Poor ☐
- Average ☐
- Good ☐
- Very good ☐

3- Does your department offer any of the following?

- Digital courseware ☐

Please, go to next page.

APPENDICES

- Students' portal online access to libraries ○
- Access to computer rooms ○
- Electronic student portfolio ○

4- do you use ICT tools in your course?

- Yes ☒
- No ☒
- If yes, what purposes?
 - Material presentation ○
 - Practice (Homework and project delivery) ○
 - Assessment (submission and feedback, assignments and projects) ○
 - Asking and answering questions ○
 - I am not using it ○
- If no, why not?
 - Technology-free lessons are important ○
 - Content is more important than materials ○
 - It takes a lot of time, energy, and means to prepare an up-to-date equipped lesson ○
 - I need more training on the use of technology in teaching ○
 - The university does not provide any means (no internet connection, no equipment) ○
- Others, please specify
please.....

5- Have you ever used technology in teaching writing?

- Yes ☒
- No ☒
- If yes, which of the following have you used?
 - Online courses ○
 - Blended learning courses ○
 - Online examination ○
 - Video conferences and virtual classrooms ○
- Others, specify please:
.....

6- Where do you use technology with your EFL students?

- In a computer Laboratory ○
- In a classroom ○
- Via internet (online) ○
- Other, specify please:

7- If you have not used e-portfolio in teaching writing yet, why haven't you used it?

- I don't have access to computer and technology facilities ○
- I don't think e-portfolio would bring any change/ improvement ○
- I don't feel comfortable using e-portfolio ○

Please, go to next page.

APPENDICES

- I would first want to see the results from other teachers using e-portfolio ☐
- I don't have enough time for preparing teaching material ☐
- I don't know how to integrate e-portfolio in learning/ teaching the writing skill ☐
- I do not see any necessity of e-assessment ☐
- Others, specify please:

8- Does your department where you teach encourage the integration of technology in education?

- Yes ☐
- No ☐
- If yes, which of the following measures are provided?
 - Student support services ☐
 - Staff development ☐
 - Online learning center ☐
 - Incentives (funding) for teachers to engage in online education ☐
 - Student support via social networks ☐
 - Others, specify please

9- What do you think are the main motivations for your students to engage in online learning?

- Working while studying ☐
- Professional development and continued learning ☐
- Flexibility/ enjoyment ☐
- Access to expertise ☐
- Communicate in multiple formats ☐
- Provide active and social learning opportunities ☐
- Provide timely and useful feedback ☐
- Add self-assessment opportunities. ☐

10- As a teacher, how do you perceive advancements in educational technology, or do you welcome e-learning/ e-assessment in your teaching context?

.....

11- You are kindly invited to add any comments you may have concerning the implementation of E-portfolio as a tool for learning, teaching and assessing students' academic writing at Algerian universities.

.....

◆ Please provide your email address for any further questions:

.....

Thank you very much for your cooperation in completing this questionnaire.

Appendix B: Students' Questionnaire

Dear students,
You are kindly invited to fill in the following questionnaire. Please, tick the appropriate answer and justify it whenever it is possible. We extremely appreciate your collaboration.

SECTION ONE: General Information

- 1- Do you find the written expression class interesting?
 - ☐ Yes ☐
 - ☐ No ☐
- 2- Do you consider writing a complex skill?
 - ☐ Yes ☐
 - ☐ No ☐
- 3- Are you motivated to write?
 - ☐ Yes ☐
 - ☐ No ☐
 - If not, explain why?
 -

SECTION TWO: Writing Skill

- 1- How do you evaluate your level in writing?
 - ☐ Excellent ☐
 - ☐ Good ☐
 - ☐ Low ☐
- 2- Do you face some difficulties while writing?
 - a. Yes ☐
 - b. No ☐
 - If yes, indicate at which level
 - c. Grammar ☐
 - d. Vocabulary ☐
 - e. Language proficiency ☐
 - f. Sentence structure ☐
 - g. Connection between ideas ☐
 - h. Insufficient time ☐
 - i. Teacher's role ☐
 - j. Lack of motivation ☐
 - k. Fear of negative comments ☐
 - Add any obstacle that may hinder your writing achievement
 -
 -
 -
 -

APPENDICES

3- Which of the following writing techniques do you use?

- a. Brainstorming ☐
- b. Free writing ☐
- c. Making a plan ☐
- d. Outlining ☐
- e. Editing ☐

4- Which of the previous techniques do you consider difficult?

- a. Brainstorming ☐
- b. Free writing ☐
- c. Making a plan ☐
- d. Outlining ☐
- e. Editing ☐

SECTION THREE: Assessment Procedure

1- Do you prefer to be assessed by?

- o Midterm exam ☐
- o Continuous assessment ☐
- o Online examination ☐

2- What aspects of your performance does your teacher regularly evaluate? (You can select more than one answer)

- o Grammar ☐
- o Spelling ☐
- o Content/ structure ☐
- o Coherence and cohesion ☐
- o Others, specify please ☐

.....

3- To what extent do your exams and tests evaluate what you have been taught?

- o Always ☐
- o Sometimes ☐
- o Never ☐

4- In your opinion, do your exam marks reflect the effort you make in your writing?

- o Yes ☐
- o No ☐

• If not, explain why?

5- Do you think that your teachers' evaluation of your writing is fair?

- o Yes ☐
- o No ☐

Please, go to next page.

APPENDICES

- If not, explain why?
- 6- Does your teacher help you improve your written production?
 - ☐ Yes ☐
 - ☐ No ☐
 - ☐ Sometimes ☐
- 7- How do you prefer the feedback to be given?
 - ☐ General feedback ☐
 - ☐ Detailed feedback ☐
- 8- Does your teachers' feedback always help you improve your written production?
 - ☐ Yes ☐
 - ☐ No ☐
- 9- Do you take into consideration the way your teacher reacts to your writing?
 - ☐ Yes ☐
 - ☐ No ☐
 - If yes, how do you prefer it
 - ☐ Give general feedback to the class as whole ☐
 - ☐ Use a heuristic (give a set of question that guides you to a certain aspect of your piece of writing) ☐
 - ☐ Use peer correction ☐
 - ☐ Use a red ink to correct particular mistakes ☐
 - ☐ Respond with comments and suggestions ☐
- 10- Do you take your teachers' feedback into consideration?
 - ☐ Yes ☐
 - ☐ No ☐
 - If yes, how?
 - ☐ I try to understand the source of my errors and correct them immediately ☐
 - ☐ I defend my own ideas, opinion and negotiate my intended meaning ☐
 - ☐ I ignore the teachers remarks and remain faithful to my own version ☐
 - ☐ I systematically correct the pinpointed errors without trying to understand them ☐
 - ☐ Others, specify please

SECTION FOUR: E-learning

- 1- Does your department use e-learning/ e-assessment?
 - Yes, it is widely used by all the teachers ☐
 - Yes, only some teachers use it (write a number please) ☐

APPENDICES

- No, we are only introducing to it
- Not at all

☐
☐

2- Please, identify how often you have access to computer in the following contexts by circling the corresponding number:

Items	daily	5 - 2 a week	Once a week	Rarely	Never
☐ In your home	1	2	3	4	5
☐ At university (computer lab or library)	1	2	3	4	5
☐ Others like internet (cafes, ets.)	1	2	3	4	5

3- Have you ever studied English using any Computer-Assisted Language Learning (CALL) tool?

- Yes ☐
- No ☐
- If yes, can you name it?
 - Application on a computer ☐
 - Book supplied CD-ROMs ☐
 - Internet Sites/ platforms ☐
 - Blogs ☐
 - Chat (social network groups) ☐
 - Others, specify please
 -
 - .

4- Does your department offer any of the following to support the use technology in education?

- Digital courseware ☐
- Wifi ☐
- online libraries ☐
- Access to computer rooms ☐
- Students' portal ☐
- Electronic student portfolio ☐

5- Do you like the integration of technology in the classrooms?

- Yes ☐
- No ☐
- If yes, how do you prefer it?
 - Material presentation ☐
 - Practice ☐

- Assessment

- Others, specify please ☐

6- Have you ever been introduced to e-portfolio tool?

- Yes ☐
- No ☐
- If yes, which purpose have been used for?
- Teaching and Learning ☐
- Assessment ☐
- Peer-assessment ☐
- Self-assessment ☐

a .

7- Do you believe that e-portfolio enable you to improve your learning outcomes?

- Yes ☐
- No ☐
- If yes, how?
-

- You are kindly invited to add any comments you may have concerning the implementation of e-portfolio in the teaching and learning process.

.....

.....

.....

.....

Thank you very much for your cooperation in completing this questionnaire

Appendix C:

Administrators' Interview

APPENDICES

- Current Situation and Obstacles of ICT

Has the administration encouraged incorporation of technology in EFL instruction? How?

- Perceived Solution

What are the solutions you have provided to facilitated the use of technology in daily basis?

- Future ICT Project

What's needed to be done in order to normalize the use of ICT in EFL classrooms?

Appendix D: Pre-Experiment Test

Djilali Liabes University

October 30, 2019

Department of English

LMD 3 (group 1/4)

- Consider the following topic and then write an essay of 60 lines

Topic: Wisdom is a compilation of a life experience marked by humility, kairos, and unselfishness.

When writing an opinion paragraph, the following components should be included:

1. **Topic Sentence** – Begin with a sentence that clearly states your position on the issue, indicating whether you agree or disagree.
2. **Supporting Sentences** – Provide evidence, examples, or explanations that substantiate your opinion. This may include factual information, personal experience (if relevant), or logical reasoning.
3. **Arguments and Persuasion** – Present strong reasons and well-structured arguments to convince the reader of your viewpoint.
4. **Transitions and Cohesion** – Use transition words and phrases to connect sentences and ensure the paragraph flows logically.
5. **Concluding Sentence** – End with a sentence that summarizes and reinforces your opinion, leaving the reader with a clear understanding of your argument.

NB: kairos means proper timing and measure in all thing

Good Luck

Appendix E: Post-Experiment Test

APPENDICES

Djilali Liabes University

21st of November, 2020

Department of English

LMD 3 (group 1/4)

Topic: "Technology does more harm than good"

- Do you agree or disagree with this statement?

Justify your answer with convincing arguments and examples.

Appendix F: Students' Post-Experiment Questionnaire

APPENDICES

Dear Students,

Thank you for agreeing to complete this questionnaire, which aims to investigate your experiences and perceptions regarding online assessment through an educational platform. Your participation is highly appreciated and will contribute significantly to our study.

Please be assured that both your identity and your responses will be kept strictly confidential. For closed-ended questions, kindly place a checkmark (✓) in the appropriate box. For open-ended questions, please provide your answers in the space provided.

- We sincerely invite you to respond to the following questions:
- Please specify your group and your level

Select the suitable answer:

- I am familiar with using e-Portfolios before being involved in this writing course:

Yes ☐ No ☐

- This is my first time using e-Portfolios for the writing class

Yes ☐ No ☐

- The professor explained how to use e-Portfolios for my writing class

Yes ☐ No ☐

Please read each statement carefully and indicate the extent to which you agree with the following statements. Use the scale below to mark the appropriate circle that corresponds to the following statements.

USING E-PORTFOLIOS AS PART OF THE CLASS ASSIGNMENTS:

	Sometimes	Always	Rarely	Never
Demands more time				
Is easy to use				
Is a challenge for me				
Is a tool I would prefer to use in other courses				
Is not preferable to use as part of the courses I would take in the future				
Is time consuming				
Makes my work easier				

APPENDICES

Makes me more interested to do my assignments				
Provides me with more options to do my assignments				
Promotes reflective writing				
Stores my assignments for a long time				
Helps me to follow my progress throughout the course				
Promotes self-assessment				
Puts me in the center of my learning process				
Opens new perspectives to learn writing				
Provides me with what I need for the course				
Permits accessing my assignments any time				

- Feel free to share whatever you want concerning the use of e-Portfolios in this course.

- Select any of the OPTIONS that you feel related to your purposes of using of e-Portfolios

- ☐ Access my work ☐
- ☐ Encourage reflection on writing ☐
- ☐ Teach me how to write online ☐
- ☐ Enhance my writing ☐
- ☐ Follow my progress ☐
- ☐ Follow my attendance ☐

- What other purposes you have used e-Portfolios for in your writing class?

.....

.....

.....

.....

- The thing I feel is the best about using e-Portfolios for teaching writing is:

.....

.....

.....

.....

Appendix G: Students' Written Assignments and Examinations

- The technologies is very important thing in the live of people specially in the domaine of education. It facilitat ~~there~~ work and support for bothe Teachers and Student, so how can technology used in education !

- the technology includ the computer, phone internet and social media, it can support the Student and the Teacher in difrent way, so the teachers use the technology in the teaching help ~~it~~ them in the reserchs and to comunicat with each other and with student.

the technology help the student in the study and suport then in there ~~reser~~ researchers, it helps the student to make projects and send it by internet to Teachers specially the student in university it so useful.

APPENDICES

MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA RECHERCHE SCIENTIFIQUE
UNIVERSITÉ DJILLALI LIABES - SIDI BEL ABBES
FACULTÉ DES LETTRES DES LANGUES ET DES ARTS

Prénom: Ikram
Nom: Amrani
Né(e) le: 30-06-1999 à Sidi BFL DDBFS
N° carte Etudiant: 13138038140
N° d'ordre de l'étudiant (e) sur la liste: 7/20
Module: Written expression
Année Universitaire: 2020
Nbre de feuilles intercalaires: 0104
(A REMPLIR OBLIGATOIREMENT)

CORRECTEUR	NOTE ET APPRECIATIONS
------------	-----------------------

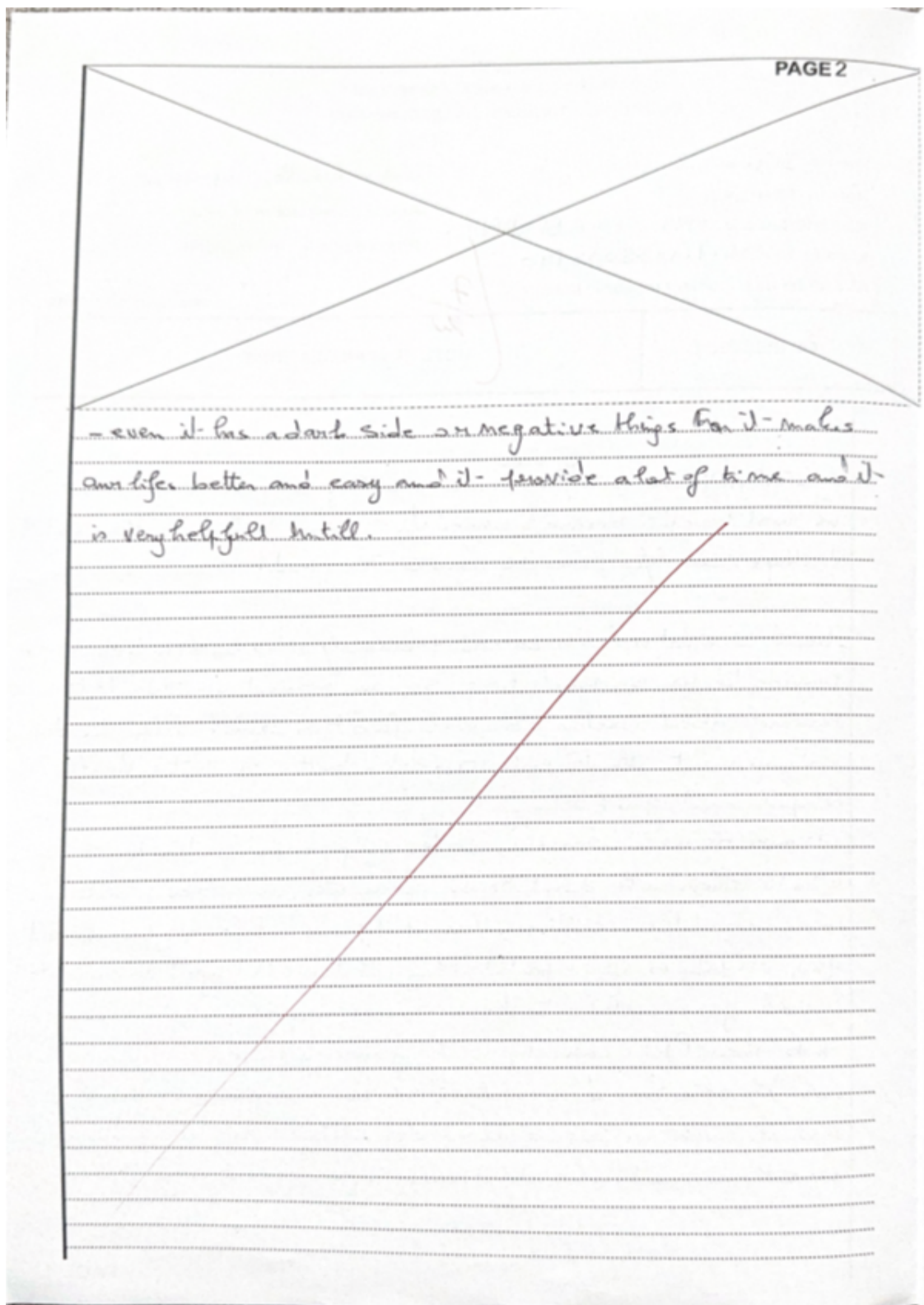
Today, the computer ^{has been} become something very necessary which we must have it - because we need it in our daily life, this will change our lives from the bad to the good.

beside to what has been sad previously, this technology will provide to us so much time, so, any moment you want to research about something you will find this quick help to do what you want it to make our lives better, and it's really helpful and quick.

it make the world small in order using social media to chatting with the others who don't know, from other countries to learn more about their culture, their religions, life styles - and this computer is very important thing, that we obliged to have it in work for example: to keep our affairs, important papers published PDF, connecting with your colleagues.

on the other hand, computer has also a negative side for example, when we spend almost day using it - or using it in ways wrong, and when don't using it in correct way.

APPENDICES



MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA RECHERCHE SCIENTIFIQUE UNIVERSITÉ DJILLALI LIABES - SIDI BEL ABBES FACULTÉ DES LETTRES DES LANGUES ET DES ARTS		60-1
Prénom: <u>Amel Ines</u>	Module: <u>Expression écrite</u>	
Nom: <u>Bennacer</u>	Année Universitaire: <u>2019/2020</u>	
Né (e) le: <u>02/04/1989 à S.B.A.</u>	Nbre de feuilles intercalaires: <u>10/11</u>	
N° carte Etudiant: <u></u>		
N° d'ordre de l'étudiant (e) sur la liste: <u></u>		(A REMPLIR OBLIGATOIREMENT)

CORRECTEUR	NOTE ET APPRECIATIONS
	Many countries have developed in technology such as computers, smartphone, internet, all this new inventions have important role in education because it facilitates many deals between teachers and students, so how can these development cross the problems of education? every one in the big countries can use the technology in his life, at home, in work, in university in schools, specially in universities and schools, because it helps the students to learn and research and facilitate communication between teachers and students, in the past the student deal in her researches with books in library but now it use hand applications (PDF, word). also the teachers use computers in the classes by the Projectors to explain, many students asked their teachers by email's and other applications. so the technology play a crucial role in education and make very large changing in the world.

APPENDICES

MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA RECHERCHE SCIENTIFIQUE
UNIVERSITÉ DJILLALI LIABES - SIDI BEL ABBES
FACULTÉ DES LETTRES DES LANGUES ET DES ARTS

Prénom: ABBAR ABDELHEG Module: _____
Nom: group 21 Année Universitaire: _____
Né (e) le: _____ à _____ Nbre de feuilles intercalaires: _____
N° carte Etudiant: _____
N° d'ordre de l'étudiant (e) sur la liste: _____ (A REMPLIR OBLIGATOIREMENT)

CORRECTEUR	NOTE ET APPRECIATIONS
------------	-----------------------

The use of technologies in education can play a crucial role in providing new and innovative forms of support for both teachers and students.

g) Thesis statement

How can technology helps teachers and students to develop the educative system

h) Two topic sentences

a- In research "scientific"

b- In communication levels

is the body:

First the use of technologie in education helps alot and gives more oportunities the students or teachers in the scientific researches, it simplifys and makes them close to other universities and researches in the world and it may give them the opportunity to see micro stuffs as exemple games, like L.H.C. using a simulator computers also technology and computer especially

PAGE 1

gives a figure to architects and engineering student to calculate and build the building for example using the simulator "matlab" or "Autocad" and correct the mistakes before starting the projects. Secondly, technologies play a valuable role in communication between students, teachers or even the administration especially in the case of the lack of possibility to regroup in establishment as we saw in the last epidemic "COVID-19". Students received their courses at home using E-mail and pdf application and sent their home works online so the technology made the distances short and survived the school year.

"Conclusion" Technology still surprises us with its great roles and we have to thank it and try to develop it in a good way.

Appendix H: Studnets' Submitted Sample on The E-Portfolio Platform

Non sécurisé — eportfolio-academicwriting.com

Beghdadi hanane imane – Eportfolio Academic Writing bib.univ-ueb.dz:8080/jspui/bitstream/123456789/150/1/The%... https://files.eric.ed.gov/fulltext/EJ1062591.pdf Cohesion - Academic A Writing

WRITING

Has technology brought more harm than good

By Beghdadi hanane imane 21st November 2020

No Comments

With the developments of technology in recent decades, the discussion about its influences to people's life has become a controversy. While some debate that advanced technologies poses several negative effects to the society, others claim that it has a plenty of merits, Technology influences human existence by bringing new risks as well as improvements to our lives. To try to minimize the likelihood of unwanted side effects of a new technology, humans will employ risk analysis. communication devices as smart phones had shortened the distance among individuals, especially when they are living in different places in the world. Besides that, it is simpler to access to all kind of information on any time at any place. Moreover, this increase of technology had been created a solid bridge for education, for example, in school when the teacher gave us the homework, the first resource we are searching is internet and

Non sécurisé — eportfolio-academicwriting.com

Eportfolio Academic Writing – ePortfolio bib.univ-ueb.dz:8080/jspui/bitstream/123456789/150/1/The%... https://files.eric.ed.gov/fulltext/EJ1062591.pdf Cohesion - Academic A Writing

Has thechnology broght more harm than good

Technology is a big branch of knowledge for creating and...

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Amrane nihad
21st November 2020

Same sex education

Same sex classes is the educational trend of future it...

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21st November 2020

Has technology brought more harm than good?

BENHAMOU Khaoula

[Read More](#)

just khaoula
21st November 2020

Single sex education

Research has shown that single-sex schools have many advantages for...

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amrani ikram
21st November 2020

HAS TECHNOLOGY CAUSED MORE HARM THAN GOOD?

Albert Einstein said: "It has..."

[Read More](#)

El mahi nesrine
21st November 2020

did technical advancement bring more harm than good?

The term 'technology' refers to the application of scientific knowledge...

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Boukhatem Chahrazed
21st November 2020

Replacing French with English in Algeria

Algerian Higher Education Minister declared that the French language...

[Read More](#)

GAOUAR Soumia
21st November 2020

Do you think that technology advancement has brought more harm than good?

amrani ikram (groupe 04) Technology...

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amrani ikram
21st November 2020

The Technological advancements

Technological advances in

Summary

This study investigates the use of electronic portfolios as an alternative formative assessment tool in EFL writing instruction, in response to the increasing role of technology in education and the limitations of traditional assessment methods. Conducted at the English Department of Sidi Bel Abbès University, the research aimed to explore both teachers' and students' attitudes toward e-portfolios and to evaluate their effectiveness in developing writing skills. Adopting a mixed-methods approach that combined a case study with an experimental design. First, a preliminary case study was conducted to examine the existing teaching and learning conditions of writing in order to identify learners' challenges and deficiencies toward writing. Second, the experimental phase involved two groups of third-year EFL students: an experimental group assessed through e-portfolios and a control group evaluated using traditional assessment methods. Teacher and peer feedback were systematically integrated, and data were collected through post-tests and questionnaire. The findings revealed that students assessed through e-portfolios significantly outperformed those evaluated traditionally. While teachers acknowledged the motivational and pedagogical value of e-portfolios, they tended to regard them as supplementary rather than integral components of summative assessment. Students, however, demonstrated more positive attitudes, higher engagement, and increased responsibility for their learning. Overall, the results highlight the importance of emphasizing formative, continuous assessment to enhance learner involvement and improve writing skills in EFL context.

Key words: Electronic portfolio; formative assessment; EFL writing; Alternative assessment

Résumé

Cette étude porte sur l'utilisation de l'outil e-portfolio « portfolio numérique » comme moyen alternatif d'évaluer les écrits et les apprentissages des étudiants en anglais langue étrangère (ELF). Cette méthode formative d'évaluation est une réponse au rôle croissant de la technologie dans l'éducation et aux limites des méthodes traditionnelles d'évaluations. Cette étude fut menée au département d'anglais de Sidi Bel Abbes, elle consistait à explorer les attitudes des enseignants et des étudiants à l'égard du e-portfolio et d'évaluer son efficacité dans le développement des compétences en écriture. Une méthodologie mixte combinant une étude de cas et un dispositif expérimental fut adoptée. Dans un premier temps, une étude de cas préliminaire a permis d'examiner les conditions actuelles d'enseignement et d'apprentissage de l'écrit afin d'identifier les difficultés et les insuffisances des apprenants. Dans un second temps, la phase expérimentale a concerné deux groupes d'étudiants de troisième année EFL : un groupe expérimental évalué à l'aide de l'outil e-portfolio, un groupe témoin soumis à une évaluation traditionnelle. La rétroaction de l'enseignant et des pairs a été systématiquement intégrée et les données ont été recueillies à l'aide de post-tests et de questionnaire. Les résultats montrent que les étudiants évalués par e-portfolio ont obtenus de meilleures performances que ceux évalués par des méthodes traditionnelles. Bien que les enseignants reconnaissent que l'utilisation d'e-portfolio valorise l'expérience d'apprentissage et l'autonomie des étudiants, ils tendent à le considérer comme un outil complémentaire plutôt qu'un élément central de l'évaluation sommative. Les étudiants ont manifesté des attitudes plus positives, un engagement accru et une plus grande responsabilité dans leurs apprentissages. Les résultats soulignent l'importance de privilégier une évaluation formative et continue afin d'améliorer l'implication des apprenants et les compétences en écriture en contexte EFL.

Mots clés : Portfolio numérique; évaluation formative; ELF écrits; evaluation alternatif

المخلص

تتناول هذه الدراسة استخدام أداة الحافظة الإلكترونية (الملف الرقمي) كوسيلة بديلة لتقويم الكتابات والتعلم لدى طلبة اللغة الإنجليزية كلفة أجنبية. وبأني هذا الأسلوب التكويني في التقويم استجابة للدور المتزايد للتكنولوجيا في المجال التعليمي، وللحدود التي تفرضها أساليب التقويم التقليدية. أجريت هذه الدراسة بقسم اللغة الإنجليزية بجامعة سيدي بلعباس، وهدفت إلى استكشاف اتجاهات كل من الأساتذة والطلبة نحو استخدام الحافظة الإلكترونية، وتقييم فعاليتها في تطوير مهارات الكتابة. واعتمدت الدراسة منهجية بحث مختلطة جمعت بين دراسة حالة وتصميم تجريبي. في المرحلة الأولى، أنجزت دراسة حالة تمهيدية لفحص واقع تعليم وتعلم الكتابة بهدف تحديد الصعوبات والنقائص التي يعاني منها المتعلمون. أما المرحلة الثانية، فقد شملت مرحلة تجريبية ضمت مجموعتين من طلبة السنة الثالثة تخصص لغة إنجليزية: مجموعة تجريبية تم تقويمها باستخدام الحافظة الإلكترونية، ومجموعة ضابطة خضعت لأساليب التقويم التقليدية. تم إدماج التغذية الراجعة من الأستاذ والأقران بشكل منهجي، كما جمعت البيانات من خلال اختبارات بعدية واستبيانات. أظهرت النتائج أن الطلبة الذين تم تقويمهم باستخدام الحافظة الإلكترونية حققوا أداء أفضل مقارنة بالطلبة الذين خضعوا لأساليب التقويم التقليدية. ورغم إقرار الأساتذة بأن استخدام الحافظة الإلكترونية يعزز تجربة التعلم وينمي استقلالية المتعلمين، فإنهم يميلون إلى اعتبارها أداة مكملية أكثر من كونها عنصراً أساسياً في التقويم الختامي. كما عبر الطلبة عن اتجاهات إيجابية، ومستوى أعلى من المشاركة، وتحمل أكبر للمسؤولية في تعلمهم. وتؤكد نتائج الدراسة على أهمية اعتماد التقويم التكويني المستمر من أجل تحسين مشاركة المتعلمين وتطوير مهارات الكتابة في سياق تعليم اللغة الإنجليزية كلفة أجنبية.

الكلمات المفتاحية: الحافظة الإلكترونية، التقويم التكويني المستمر، الكتابات لتقويم.