

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM**  
**AND COMMUNICATION**  
**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

**EFFECTS OF PORTFOLIO-BASED ASSESSMENT ON EFL STUDENTS’**  
**CONCEPTIONS AND APPROACHES TO WRITING AND THEIR WRITING**  
**PERFORMANCE**

**BY**  
**HABTAMU GEBREKIDAN LEGESSE**

**ADVISOR**  
**ASSEFA ZERU (PHD)**

**ADDIS ABABA**  
**SEPTEMBER, 2024**

**EFFECTS OF PORTFOLIO-BASED ASSESSMENT ON EFL STUDENTS'  
CONCEPTIONS AND APPROACHES TO WRITING AND THEIR WRITING  
PERFORMANCE**

**BY**

**HABTAMU GEBREKIDAN LEGESSE**

**ADVISOR**

**ASSEFA ZERU (PHD)**

**A THESIS SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES AND  
LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY (PHD) IN ENGLISH  
LANGUAGE TEACHING (ELT)**

**ADDIS ABABA UNIVERSITY  
ADDIS ABABA, ETHIOPIA  
SEPTEMBER, 2024**

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM**  
**AND COMMUNICATION**  
**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

This is to certify that the thesis entitled “**Effects of Portfolio-Based Assessment on EFL Students’ Conceptions and Approaches to Writing and their Writing Performance**” is an original contribution of Habtamu Gebrekidan Legesse. The thesis has been presented to the Department of Foreign Languages and Literature (DFLL), Addis Ababa University as a requirement for the award of the degree of doctor of philosophy (PhD) in English Language Teaching (ELT).

**Board of Examiners:**

_____	_____	_____
<b>Advisor</b>	<b>Signature</b>	<b>Date</b>
_____	_____	_____
<b>Examiner</b>	<b>Signature</b>	<b>Date</b>
_____	_____	_____
<b>Examiner</b>	<b>Signature</b>	<b>Date</b>

## **DECLARATION**

I, the undersigned, declare that this dissertation is my own original work that has not been presented before in any other university as a requirement for a university degree. Moreover, all the sources of information have been duly acknowledged.

Name: Habtamu Gebrekidan Legesse

Signature: \_\_\_\_\_

Date: September, 2024

Place: Addis Ababa University, Addis Ababa, Ethiopia

## ACKNOWLEDGEMENTS

Above all, I would like to thank God, Jesus Christ, for giving me the health, insights, strength, and patience to complete my study.

Firstly, I would like to express my sincere gratitude to my advisor, Dr. Assefa Zeru, for his valuable comments in the whole course of writing this dissertation. As a supervisor, he has given me professional guidance and constructive criticisms that helped me revisit my research questions. I would also like to appreciate his sincere and fatherly approach in the whole course of my PhD study.

Secondly, I would like to forward my sincere gratitude to Dr. Italo Berisso, Dr. Balew Mekonnen, Dr. Hailom Banteyirga and Dr. Tamene Kitila for their constructive comments that improve the quality of this dissertation.

I am also grateful to the Department of Foreign Languages and Literature, Addis Ababa University for its financial backing for the successful undertaking of this research.

Additionally, I would like to express my gratitude to EFL teachers at Wollo University and first year Natural Science stream students for their sincere cooperation for the successful accomplishment of this study. My special thanks should also go to Mr. Mesele Ayalew, head department of English Language and Literature, for his cooperation by way of making the context easy to conduct the study.

Last but not least, I would like to forward my special thanks to my sister Enguday Mulatu and my brother Tewodros Getie for their kindness and cooperation to facilitate the publication of my second article. Additionally, I am also grateful to my wife kumneger, my mother, G.Mebratie, my sisters Mekdes and Tiblest G/kidan, and my brother Abate Lakew and my sons Samuel, Binyam and Abiemelik.

## ABSTRACT

*The main objective of this study was to examine the effects of Portfolio-Based Assessment (PBA) on EFL students' conceptions and approaches to writing. To this end, a pre-test post-test control group quasi- experimental research design was adopted. The design embraced both quantitative and qualitative data in which the qualitative data were intended to play a complementing role within the broader quantitative design. The participants of this study were first year Natural Science Stream students at Wollo University, Dessie campus in 2022 academic year. Two sections were randomly chosen and assigned as control and experimental group by using simple lottery method. From the two groups, totally 60 students were chosen randomly to be the participants of this quasi experimental study, and four types of data collection instruments namely; conceptions of writing scale, essay writing tests, interviews and reflection sheets were designed and employed to collect pertinent data from students. Examining the context of teaching writing skills at Wollo University was also the focus of this study to confirm the relevance of the intervention from a broader perspective. Accordingly, teachers' conceptions of teaching writing and their practices of assessment were thoroughly examined. Consequently, from 25 EFL teachers working at Dessie campus, 21 teachers having the experiences of teaching first year students were taken as sample to fill the questionnaire designed for teachers. However, 16 teachers were chosen purposively for semistructured interview. All the instruments were pilot tested, and the validity and reliability of the instruments were checked before collecting data for the main study. During the intervention that stayed for 14 weeks, the students in experimental group were assessed by writing portfolios. The students in control group, however, were assessed using conventional assessment schemes, such as individual and group writing assignments, tests and in class writings. Both quantitative and qualitative data were meticulously collected and analyzed in accordance with stipulated schemes in the research methodology. Accordingly, the quantitative data were analyzed using mean, standard deviation, one sample t-test, independent samples t-test and paired samples t-test. On the other hand, the qualitative data collected from teachers and students were analyzed using phenomenography and thematic analysis respectively. These analysis schemes were chosen on the basis of their importance to probe into participants conceptions. As the findings revealed, the context of teaching writing was found to foster surface conceptions of teaching writing. Accordingly, teachers conceptions of teaching writing and their practices of assessment in EFL writing classes was found to promote surface conceptions of teaching writing. Additionally, the preintervention measures confirmed the existence of a problem to foster deep conceptions of writing. After the PBA intervention, significant changes in students' conceptions of writing and writing performances were observed between participants in experimental and control groups. The findings suggest that PBA influences EFL students' deep and meaningful conceptions of writing by way of supporting their independent and out-of class learning endeavor. Moreover, the findings hold implications for using PBA to boost EFL students' writing self-efficacy beliefs and concern for reflection and*

*revision. This study suggests implications to use PBA in EFL writing classes where students are grappled with unsupported learning environment.*

## CONTENTS

ACKNOWLEDGEMENTS .....	iii
ABSTRACT .....	iv
TABLE OF CONTENTS.....	vi
APPENDICES.....	xii
LIST OF TABLES.....	xiv
LIST OF FIGURES.....	xvi
ACRONYMS AND ABBRIVATIONS.....	xvii
CHAPTER ONE : INTRODUCTION.....	1
1.1.Background of the Study.....	1
1.2.Statement of the Problem.....	6
1.3.Objectives of the Study.....	10
1.3.1. General Objective.....	10
1.3.2. Specific Objectives.....	10
1.4..Research Questions .....	11
1.4.1. General Research Question.....	11
1.4.2. Specific Research Questions.....	11
1.5.Research Hypotheses .....	11
1.6.Scope of the Study.....	12
1.7.Significance of the Study.....	13
1.8.Limitations of the Study.....	14
1.9.Operational Definitions of Terms and Phrases.....	15
CHAPTER TWO: LITERATURE REVIEW.....	16
2.0.Introduction .....	16
2.1.Views about Teaching and Learning: Background and Philosophical Stances.....	16
2.2. Conceptions and Approaches to Writing .....	18
2.2.1. Defining Conceptions .....	18
2.2.2. Defining Approaches to Writing .....	19
2.2.3. The Approaches to Writing Model of Lavelle (2007).....	20
2.2.4. Deep and Surface Approaches to Writing.....	21

2.2.4.1. Reflective –Revisionist.....	21
2.2.4.2. Elaborative.....	23
2.2.4.3. Low-Self Efficacy Beliefs .....	23
2.2.4.4. Spontaneous-Impulsive.....	24
2.2.4.5. Procedural.....	25
2.2.5. The Nexus between Teaching Context and Approaches to writing .....	25
2.2.5.1. Teachers’ Conceptions of Teaching Writing .....	27
2.2.5.2. Institutional Factors .....	28
2.2.6. Using the Term Conceptions and Approaches to Writing .....	29
2.2.7. Modifiability of Conceptions and Approaches to Writing.....	30
2.2.8. Implications of Studying Conceptions and Approaches to Writing.....	31
2.3. Assessment in EFL Writing Classes.....	32
2.3.1. Assessment: Definitions and Types.....	32
2.3.2. Trends in Assessment: From Conventional to Alternative Assessment .....	33
2.3.3. Affordances of PBA in Teaching and Learning Writing .....	34
2.3.3.1. Opportunities for Out-of- Class learning .....	35
2.3.3.2. Feedback and Delayed Evaluation.....	35
2.3.3.3. Reflection on Learning and Self –Assessment.....	36
2.3.3.4. Multiple Drafts and Recursive Revision.....	36
2.3.3.5. Holistic View of Learning and Development.....	37
2.3.4. Benefits of Portfolio Based Assessment.....	37
2.3.5. Drawbacks of Portfolio Based Assessment .....	38
2.3.6. Studies on the Effects of PBA .....	38
2.3.7. The Portfolio Assessment Model .....	41
2.3.8. The Portfolio Protocol.....	42
2.4. Rationales for the Choice of Variables .....	43
2.5. Theoretical Framework .....	44
2.5.1. Constructivist Learning Theory.....	45
2.5.2. The 3P- Model of Learning : Biggs and Moore ( 1993).....	46

2.5.3. The Process Writing Model (Flower and Hayes 1981, 370).....	47
2.6. Conceptual Framework of the Study .....	47
<b>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>50</b>
3.0. Introduction.....	50
3.1. Design of the Study.....	50
3.2. Research Paradigm.....	53
3.3. The Treatment .....	54
3.3.1. The Nature of PBA.....	56
3.3.2. The Nature of Writing Instruction.....	56
3.4. Research Setting .....	58
3.5. Participants of the Study.....	58
3.5.1. Teachers.....	58
3.5.2. Students .....	59
3.6. Threats to Internal and External Validity.....	60
3.7. The Experimental Procedures.....	61
3.8. Data Collection Instruments.....	62
3.8.1. Quantitative Data Gathering Instruments .....	62
3.8.1.1. Questionnaire.....	62
3.8.1.1.1. Teachers' Questionnaire.....	62
3.8.1.1.2. Students' Conceptions of Writing Scale (IPICC).....	63
3.8.1.2. Writing Performance Test.....	64
3.8.2. Qualitative Data Gathering Instruments.....	66
3.8.2.1. Interviews .....	66
3.8.2.1.1. Students' Interview.....	66
3.8.2.1.2. Teachers' Interview.....	66
3.8.2.2. Reflective Learning Diary .....	67
3.8.2.2.1. Students' Reflective Diary .....	67
3.8.2.2.2. Experimenter's Reflective Diary.....	68

3.9. Methods of Data Analysis .....	68
3.9.1. Methods of Analysis of Quantitative Data .....	68
3.9.2. Methods of Analysis of Qualitative Data .....	70
3.10. Validity and Reliability of Instruments.....	73
<b>CHAPTER FOUR: THE PILOT STUDY.....</b>	<b>76</b>
4.0.Introduction .....	76
4.1.Research context, Participants and Sampling.....	76
4.2. Data gathering and analysis Procedures .....	77
4.3.Results of the Quantitative Data Analysis.....	78
4.3.1. Analysis of Teachers’ Scale (Pilot Study).....	78
4.3.2. Pre -intervention Students’ Conceptions of writing and Writing Performance (pilot study).....	79
4.3.3. Post intervention Students’ Conceptions of Writing and their Writing Performance (pilot study).....	83
4.4.Results of the Qualitative Data Analysis .....	84
4.4.1. Pre-intervention Teachers’ Conceptions.....	84
4.4.2. Pre-intervention Students’ Interview .....	86
4.4.3. Analysis of Post-intervention Students’ Interview.....	87
4.4.4. Analysis of the Students’ Commentary on Reflection Sheets.....	88
4.4.5. Analysis of the observation Data.....	90
4.4.5.1. Analysis of the Observation Data from (EG).....	90
4.4.5.2. Analysis of the Observation Data from (CG).....	91
4.5.Implications of the Pilot Study for the Main Study .....	92
<b>CHAPTER FIVE: DATA ANALYSES , INTERPRETATIONS AND DISCUSSIONS.....</b>	<b>96</b>
5.0. Introduction .....	96
5.1. The Context of Teaching EFL Writing .....	96
5.1.1. EFL teachers’ Conceptions of Teaching Writing (CTW).....	97
5.1.1.1. Analysis of EFL Teachers’ CTW Scale .....	97

5.1.1.2.	A phenomenographic Analysis of EFL Teachers CTW.....	98
5.1.1.2.1.	Categories about Teachers' Conceptions.....	98
5.1.1.2.2.	Relationships among the Categories.....	103
5.1.1.2.3.	Distribution of Categories in the Outcome Space.....	105
5.1.2.	EFL Teachers' Practices of Assessment and Feedback.....	106
5.1.2.1.	Analysis of Teachers' Scale (Conceptions of Assessment and Feedback).....	106
5.1.2.2.	Analysis of Teachers' Interview (Assessment and Feedback Practices).....	108
5.2.	EFL Students Conceptions and Approaches to Writing .....	111
5.2.1.	Analysis of Pre-intervention students' writing performance.....	111
5.2.2.	Analysis of Students' Pre-intervention Conceptions of Writing.....	113
5.2.3.	Analysis of Groups' Homogeneity in Preintervention Writing Tests .....	114
5.2.4.	Analysis of Groups' Homogeneity in Conceptions of Writing .....	117
5.2.5.	Analysis of Pre-intervention Students' Interview.....	118
5.3.	The Effects of PBA on EFL Students' CW and WP.....	122
5.3.1.	Analysis of Post-intervention Mean Differences in CW.....	122
5.3.2.	Analysis of post intervention mean differences in WP.....	124
5.3.3.	Analysis of pre and post intervention mean differences (CG)...	126
5.3.4.	Analysis of pre and post- intervention mean differences (EG)...	128
5.3.5.	Analysis of Post Intervention Students' Interview (EG).....	129
5.3.6.	Analysis of the Students' commentary on Reflection Sheets....	133
5.4.	The Challenges and Merits of Using PBA in EFL Writing Classes.....	136
5.4.1.	Perceived Challenges of Using PBA.....	136
5.4.2.	Pedagogical Merits of PBA in EFL Writing Classes .....	140
5.5.	Discussion of the Findings.....	143

5.5.1. Discussion of Findings about Research Question One.....	143
5.5.2. Discussion of findings about Research Question Two.....	145
5.5.3. Discussion of Findings about Research Question Three.....	146
5.5.4. Discussion of Findings about Research Question Four.....	149
5.5.5. Discussion of Results about Research Question Five.....	150
<b>CHAPTER SIX: SUMMARY, CONCLUSIONS AND IMPLICATIONS OF THE STUDY.....</b>	<b>152</b>
6.0. Introduction.....	152
6.1. Summary.....	152
6.2. Conclusions.....	155
6.3. Implications of the Study.....	158
6.4. Future Directions of Research.....	161
<b>BIBLIOGRAPHY .....</b>	<b>162</b>

## APPENDIXES

APPENDIX 1 : Experimenter Training Manual.....	175
APPENDIX 2: Detailed scheme of the writing Instruction in EG and CG .....	184
APPENDIX 3: Selected Cues for compiling portfolios (A guideline for Students).....	185
APPENDIX 4: Students' Questionnaire (IPICC Scale ).....	187
APPENDIX 5: Teachers' Questionnaire .....	192
APPENDIX 6: Pre-intervention Essay Writing Tests (pilot Study).....	197
APPENDIX 7: Post-intervention Essay writing Test (Pilot Study).....	198
APPENDIX 8: Pre-intervention Essay Writing Test (Main Study).....	199
APPENDIX 9: Post- intervention Essay Writing Test (Main Study).....	200
APPENDIX 10: Reflection Sheets with Prompts.....	201
APPENDIX 11: Classroom Observation Checklist (Pilot Study).....	203
APPENDIX 12: Students' Interview Guidelines.....	205
APPENDIX 13: Post-intervention Interview Questions (for Students in EG).....	207
APPENDIX 14: Teachers' Interview Guideines .....	208
APPENDIX 15: ESL Composition Profile of Jacobs (1981).....	210
APPENDIX 16: Peer and Self Assessment Sheets to Summary Writing.....	112
APPENDIX 17: Peer and Self Assesssment Sheets to Paragraph Writing.....	213
APPENDIX 18: Peer and Self Assessment Sheets to Essay Writing Tests.....	214
APPENDIX 19: Pre intervention Writing Performance Results (CG) pilot study.....	215
APPENDIX 20: Pre intervention Writing Performance Results (EG) pilot Study.....	216
APPENDIX 21: Post- intervention Writing Performance Results (CG) Pilot Study.....	217

APPENDIX 22: Post inervention Writing Performance Results (EG) Pilot Study.....	218
APPENDIX 23: Pre intervention Writing Performance Results (CG) Main Study.....	219
APPENDIX 24: Pre intervention Writing Performance Results (EG) Main Study.....	220
APPENDIX 25: Post- intervention Writing Performance Results (CG) Main Study.....	221
APPENDIX 26: Post inervention Writing Performance Results (EG) Main Study.....	222
APPENDIX 27: Excerpts from Teachers’ Interview.....	223
APPENDIX 28: Excerpts from the Categories of the Phenomenographic Analysis Scheme....	243
APPENDIX 29: Excerpts from Students’ Preintervention Interview (EG).....	247
APPENDIX 30: Excerpts from Students' Preintervention Interview (CG).....	253
APPENDIX 31: Excerpts from Students’ Post-intervention Interview (EG).....	258
APPENDIX 32: Post intervention Experimenter Interview Transcription.....	276
APPENDIX 33: Excerpts from Qualitative Observation Commentary (Pilot Study).....	278
APPENDIX 34: Samples from Students’ Writings ( Pre- and post-tests , pilot study).....	280
APPENDIX 35: Samples from Students’ Writings (Pre- and post tests Main Study).....	284
APPENDIX 36: Excerpts from Students’ Portfolio.....	286

## LIST OF TABLES

Table 2.1. Deep and Surface Writing Orientations of University Students.....	21
Table 3.1. A summary of the characteristics of the participants.....	59
Table 4.1. Teachers' CTW and Practices of Assessment and Feedback (pilot study).....	78
Table 4.2. A one sample t-test of EFL students' WP and CW (pilot study).....	80
Table 4.3. Pre intervention t-test results of students' WP (EG and CG) (Pilot study).....	82
Table 4.4. Post Intervention mean Differences Independent samples t test (pilot study).....	83
Table 4.5. EFL Teachers Perceived Focus areas in Writing Lessons.....	85
Table 5.1. EFL Teachers' conceptions' of Teaching Writing.....	97
Table 5.2. . Variations in the categories of descriptions of conceptions of teaching writing.....	99
Table 5.3. Referential and Structural Components of the Categories of Description.....	103
Table 5.4. : Teachers' Conception of Teaching writing Frequency Distribution.....	105
Table 5.5. EFL Teachers' Practices of Assessment and Feedback.....	107
Table 5.6. A one sample t-test of EFL students' Pretest Writing Performance.....	112
Table 5.7. A one Sample t-test of EFL students CW.....	113
Table 5.8. Shapiro-Wilk Normality of writing skills pretest score.....	115
Table 5.9. Pre-intervention Descriptive Statistics of the WP of Students in EG and CG.....	115
Table 5.10.A t-test for Independent Samples (Pre intervention Writing Performance).....	116
Table 5.11. Pre-intervention Descriptive Statistics of Students' CW ( EG and CG).....	117
Table 5.12. Pre intervention t-test results of students' CW (EG and CG).....	118
Table 5. 13. Post Intervention conceptions of writng Mean Differences (Group Statistics).....	123
Table 5.14. A t-test for Independent samples (Post intervention conceptions of Writing).....	123

Table 5.15. Post Intervention Writing Performance Mean Differences (Group Statistics).....	124
Table 5.16. A t-test for Independent samples (Post intervention Writing Performance).....	125
Table 5.17. Paired samples statistics of CG.....	126
Table 5.18. Paired Samples t-test for Control Group.....	127
Table 5.19. Paired Samples Statistics (EG).....	128
Table 5. 20 Paired Samples t –test for EG.....	129

## LIST OF FIGURES

Fig. 2.1. The 3p model of Biggs and Moore (1993) .....	26
Fig. 2.2. Illustration of the Portfolio Assessment Model.....	42
Fig. 2.3. Conceptual Framework of the Study .....	48
Fig.3.1. The Scheme of the Pre/ Posttest Experimental Procedure.....	51
Fig.3.2 The Embedded Experimental Design Data Collection and Analysis Procedures.....	52
Fig. 3.3. Spiral and Cyclic Nature of the Seven Steps of Phenomenographic Data Analysis.....	72

## ACRONYMS AND ABBREVIATIONS

AAU: Addis Ababa University  
CCTW: Constructivist Conceptions of Teaching Writing  
CCWA: Constructivist Conceptions of Writing Assessment  
CG: Control Group  
CW: Conceptions of Writing  
EFL: English as a Foreign Language  
EG: Experimental Group  
Ela: Elaborative  
EFL: English as a Foreign Language  
ESL: English as a second language  
HLIs: Higher Learning Institutes  
IPICC : Inventory of Processes In College Composition  
LSE: Low Self Efficacy  
MoE: Ministry of Education  
PBA : Portfolio Based Assessment  
Pro : Procedural  
WFRDR: Written Feedback Required Deep Revision  
WFRSR: Written Feedback Required Surface Revision  
RQ: Research Question  
RR : Reflective Revision  
SPI : Spontaneous Impulsive  
TCTW: Traditional Conceptions of Teaching Writing  
TCWA: Traditional Conceptions of Writing Assessment  
WP : Writing Performance

## DEDICATION

This thesis is dedicated to my beloved mother G.Mebratie.

## **CHAPTER ONE INTRODUCTION**

### **1.1. Background of the Study**

Students' academic as well as professional success is largely determined by their capability to write effectively (Hyland, 2003, p.xiii; Cho & Schunn, 2007, p. 409; Crossley & McNamara, 2016, p.351). Effective academic writing skill is considered as one of the virtues of studying in higher education. Accordingly, EFL teachers in HLIs usually expect their students to compose paragraphs and essays of different genre and to summarize and paraphrase ideas clearly and coherently. However, university students in Ethiopian HLIs do not have adequate preparation to fulfill their instructors' expectations of good academic writings. As Geremew (1999), Kefelegn (2003) confirmed, undergraduates in Addis Ababa University have writing gaps to meet their instructors' expectations.

Undergraduates' problems to write effectively is usually attributed to the students' prior learning experiences (Ministry of Education, 2018, p. 53). As teaching experiences and research findings attested, undergraduates in Ethiopian universities went through learning experiences that impede their development as effective writers. Some of the common constraints of writing instruction in Ethiopian high schools were found to be lack of adequate opportunities to practice writing (Molla, 2009), lack of enough practical writing exercises in the text book and time constraints (B. Habtamu, 2018), the nature of the national examinations (Abayneh, 2009) and inadequate design and presentation of writing exercises in the textbooks (Meron, 2015). These multilayered constraints of the instructional process unfavorably impacted the students' opportunity to learn writing deep and meaningfully.

The mismatch in students' preparation and the instructors' expectation is one of the unavoidable challenges of teaching in HLIs. Accordingly, smooth transition to HLIs is expected to make first year students effective in adjusting their academic and professional expectations. Transition to higher education has been an established area of study with sufficient literature and empirical researches that focused on students' learning and engagement. However, scant attention appeared to be given to "approaches to learning in the transition period", "timing and provision of teaching to facilitate deeper learning", and "assessing students learning" (Donnison and Penn-

Edwards, 2012, p. 10). Thus, the issue of students' conceptions and approaches to learning in HLLs appeared to be taken for granted. Yet, it plays a very significant role in the students' subsequent academic and professional endeavor.

Researches on students' conceptions and approaches to learning evidenced that students' poor learning outcome is associated with their surface conceptions and approaches to learning (Ramsdon, 1992, p.53; Biggs & Moore, 1993). By the same token, undergraduates' poor performance in writing is more likely to have connection with their surface conceptions of learning in general and of writing in particular. Students who scored good grade in school leaving examinations still have a problem to write effectively in English. Hence, qualifying school leaving examination solely could not ensure the students' acquaintance with deep conceptions and approaches to learning. In line with this, Lazzio et al. (2002, p.35) state, "school-based achievement was not associated with deep approaches to university study."

One of the basic assumptions to redress students' writing problem is to change their conceptions of writing from surface and superficial to deep and meaningful, and thereby students change their approaches to writing and learning outcomes as well (Karabinar, 2014; Lavelle & Bushrow, 2007; Lavelle & Zuercher, 1999, p.6; Lavelle & Guarino, 2003). The theoretical basis of researches on teachers' and students' conceptions of teaching and learning originates from the Biggs and Moore (1993) 3p model of learning. This model accommodates three interlinked factors that show the effectiveness of the learning process: presage, process and product factors. The presage factor is a combination of two fundamental issues: student characteristics (such as conceptions of learning, motivation, prior knowledge, and ability) and the teaching context (such as conceptions of teaching, curriculum, methods, and assessment schemes). The process factor is all about the approaches to teaching and learning, and the outcome factor involves the quality of learning.

Some researchers, Lavelle, and Zuercher (1999), Lavelle and Bushrow (2007), Karabinar (2014) and Lavelle (2006), employed the link among beliefs (conceptions), approaches and outcomes to study the relationship between and among students' conceptions of writing (a presage factor) with approaches to writing and writing outcome (process and product factors). Similarly, Lam and Kember (2006), Kember and Kwan (2000), and Kember (1997) attempted to

show the relationship between and among conceptions of teaching (a presage factor ) and other elements of the model, process and product factors.

In Biggs and Moore (1993) 3p model of learning, students' learning effectiveness is linked with multidimensional factors and constructs that are closely associated with the student characteristics and the context of teaching and learning. From the issues under the student characteristics (a presage factor), students' conceptions of learning play pivotal role to influence the students' learning outcome constructively. However, students' conceptions are dynamic entities that are mainly tuned by the cues and affordances of the teaching context or the educational environment. Accordingly, effective teaching comprises nurturing educational environments that promote deep and meaningful learning (Biggs & Moore, 1993 as cited in Dart, et.al. 2000, p.263; Ramsdon, 1992, p.62).

However, in the teaching system where the curricula and the teaching materials are centrally designed, the nature of the educational environment is largely determined by the teachers' conceptions of teaching and their assessment practices. Especially in HLIs, conceptions of teaching and assessment practices have impact on the quality of students' learning (Gracio et. al., 2023, p.1- 2). They further argued that education quality in higher education is influenced by pedagogical cultures that accommodate teaching approaches and assessment practices. Additionally, teachers' conceptions of teaching and their assessment practices possibly determine tendencies in their approaches to teaching: teacher-centered/ traditional or student-centered/ constructivist (Kember & Kwan, 2000; Trigwell et.al., 1974 as cited in Gibbs & Coffey 2004; Qi, 2022). Teaching approaches have their own influence on the approaches to learning adopted by the students. According to Trigwell, et al. (1999) in the teaching environment where the teachers reported to use student- centered teaching approaches, students were also reported to use deep approaches to learning.

EFL teachers' conceptions of teaching writing, therefore, have a wide range of implications to policy and practices of teaching in HLIs. Firstly, teaching conceptions or beliefs are the basis of teachers' theory of teaching and the yardsticks to make decisions in their professional practices (Freeman & Richards 1993; Richards & Lockhart, 1994 p. 58; Aypay, 2010, p.2600; Kember, 1997 and Ernest, as cited in Pajares, 1992, p.311; Borg, 2001, pp.186-187; Borg, 2003, p.81). In addition,

teachers' conceptions and approaches to teaching reflect their consistent teaching practices as well as their beliefs about "good teaching" (Biggs, 1999, p. 5; Biggs & Tang, 2007, p.15). Secondly, teaching conceptions have the power to influence the nature of the learning environment set up by teachers (Trigwell & Proccesser 1991; Biggs & Tang, 2007, p.15). The learning environment fostered by the teacher in turn instigates students' choice of approaches to learning (Ramsdon, 1992, p. 62; Trigwell, et.al, 1999; Trigwell, 2011). Thirdly, teachers' conceptions' of teaching have direct connection with their teaching quality and effectiveness (Opre, 2015 p.230; Biggs & Tang, 2007, p.15; Kember, 1997). Especially, in HLIs where self-directed, independent and out-of class learning is promoted, teachers' conceptions of teaching play pivotal role to determine students' learning orientation and learning outcomes as well. In line with this idea, Biggs (1999, p. 61) stated that teaching conceptions cue teachers' teaching effectiveness. Gracio et al. (2023, pp.1-3) also highlighted the effects of teachers' conceptions of teaching on the quality of students' learning.

Assessment and feedback practices have also their own role to change the nature of the learning environment. As teaching and assessment are inseparable aspects of the instructional process, a change in conceptions of teaching and a change in conceptions of assessment have historical parallels. Hence, there have been changes in the conceptions and approaches to teaching and learning from the behaviorist to the constructivist model of teaching and learning starting from the 1990's. The theoretical implication of the constructivist view of teaching and learning is making classroom instruction student-centered, learner-directed, authentic, problem-based, and collaborative (Westwood, 2004, pp. 20-22; 2008, pp. 3-5). This change in focus, theory and epistemological beliefs of instructional practices has also paved the way to the integration of alternative assessment (Richards & Rehandya, 2002, p. 335). In principle, the integration of alternative assessment has become mandatory for two sound reasons. Firstly, conventional assessment was found problematic to fit in well with the nature of the classroom practice (Moya & O'Malley, 1994, p. 13). Secondly, it is difficult to gauge success in instructional practices by merely employing traditional paper and pencil assessment schemes (Astrin, 1993; Shepard, 2000 as cited in Janisch, Liu & Akrofi, 2007, p. 223)

In EFL writing classes, particularly in Ethiopian universities, there were attempts to make the instructional practices compatible with the constructivists' conception of learning. For instance, the findings of Yonas (1996), Mesfin (2013), and Habtamu and Mohammed (2004) witnessed EFL teachers' attempt to make their writing lessons process-based. Moreover, the changing roles of EFL teachers and students were clearly observed in the Nationally Harmonized Curriculum for Undergraduate Program. A case in point, the descriptions of the course Basic Writing Skills (EnLa 1012) revealed that “ lecture, group work, interactive tutorial sessions ( group and pair work/ discussions and individual work ( independent learning)” were some of the recommended methods of teaching basic writing ( Ministry of Education, 2013, pp. 26-27). However, there was a gap in integrating assessment schemes compatible with the constructivists' conceptions of teaching and learning writing skills. A descriptive study on the practices of teaching and learning writing skills at Wollo University revealed that teachers rarely employed alternative assessment schemes such as peer assessment and self-assessment, and they never employed portfolio assessment and oral-conference (Habtamu & Mohammed, 2004).

In 2008, the Ministry of Education (MoE) made thorough assessment of the teaching system and introduced reform issues that possibly improve the quality of education in Ethiopian higher learning institutes. As stated in Education Development Roadmap (EDR) (2018-30), the reform emphasizes producing holistic and balanced citizens by way of promoting “higher order thinking” and “problem solving” skills. To this end, the EDR document highlighted integrating out-of-class learning and authentic assessment (Ministry of Education, 2018). Subsequently, higher education curriculum modification was made, and the modification mainly introduced the idea of using first-year as a preparation stage for the rigor of university courses. It should be noted that previously students came to Ethiopian universities after they had gone through two years of preparatory schooling in their respective high schools. This curriculum modification demanded a change in the design of courses as well as teaching materials. Consequently, writing which previously was taught as an independent course started to be offered by integrating with other language skills in 2020.

This curriculum modification has been made with the premise of the reform issues, such as out-of class learning and authentic assessment. Unfortunately, the change has also prompted

institutional regulation of assessment schemes in order to synchronize the practices of assessment across a large group of students. A case in point, for the course Communicative English Skills II, the department of English Language and Literature at Wollo University permitted only 25 % for formative assessment, but the remaining 75 % is dedicated to mid-term and final examination. As the lion's share of the assessment is allocated to paper-and-pencil tests, students and teachers are potentially attracted to exam-oriented teaching and superficial learning approaches. Moreover, students' appeared to have very high concern to score good grade in order to maximize their opportunity to join the departments they aspire. This is for the reason that placements to different schools and departments are being done mainly by students' first year cumulative grade point average (CGPA). The teaching system, therefore, appeared to be competitive and examination oriented. According to Biggs and Tang (2007, p.169) examination dominated teaching systems dictate students to use surface conceptions of learning.

Generally, the curriculum modification appeared to consider the possibility of fostering out-of class learning and authentic assessment. However, the teaching as well as the assessment practices in EFL writing classes appeared to continue the same way. Basically, assessment is considered as a caliber of effective instructional practices because it has stronger leverage on the quality and effectiveness of student learning. In line with this idea, Rowntree (as quoted in Ramsdon 1992, p.67) states, "if we wish to discover the truth about an educational system, we must look into its assessment procedures". More importantly, the pressure of time to cover courses contents and institutional regulation of assessment schemes seriously hampered the possibility of fostering deep and meaningful learning in writing classes. To that end, there is a lack of coherence among learning objectives, instructional activities and assessment schemes. This mismatch in teaching premises and assessment schemes inspired the researcher to conduct a study on the role of PBA to foster deep and meaningful conceptions and approaches to learning in EFL writing classes.

## **1.2.Statement of the Problem**

Researches on students' learning and development have clearly shown the possibility of changing students' learning outcome by way of changing their conceptions and approaches to learning. In this regard, phenomenographic researches on conceptions of learning evidenced two

contrasting approaches to learning: quantitative or surface approaches, and qualitative or deep approaches (Purdie, & Hattie, 2002; Ramsdon, 1992; Marton, 1981 as cited in Duarte, 2007). In the same way, Lavelle (1993); Karabinar (2014); Lavelle and Bushrow (2007); Lavelle and Zuercher (1999 ; 2001) ; Lavelle and Guarino (2003 ) have used the surface- and deep-approaches to learning paradigm to study students' conceptions, approaches and outcomes of writing. Accordingly, instructional and assessment schemes that foster deep and meaningful conceptions of learning have gained much attention in the recent years.

Especially in higher education, deep and meaningful conceptions of learning have become one of the key attributes of learning. To that end, nurturing learning environments that foster deep conceptions of learning has become the focus of teaching in higher education. As some researchers strongly argued, "in higher education, students' learning is more influenced by their perceptions of the educational environment than by the actual educational practices" (Entwistle, 1991 as cited in Brown & Hirschfield, 2008, p. 3). Other researchers (Ramsdon, 1992, p. 62; Trigwell, et.al. 1999, p.58) also supported the noticeable effects of learning environments on students' learning experiences and learning outcomes. However, setting up learning environments that ensure deep approaches to learning is still one of the challenges of teaching in higher education (Mladenovici, et. al., 2022, p.256).

Teaching writing in EFL context, basically, needs supportive learning environments that facilitate students' learning and development. However, setting up supportive learning environments in EFL writing classes cannot easily happen. There are multifaceted contextual constraints that suppress EFL teachers' effort to set up a well-functioning learning environment. For instance, undergraduates in Ethiopian universities are coming to universities without sufficient preparation. Different researchers such as Molla (2009), Habtamu (2018), Abayneh (2009), and Meron (2015) affirmed that EFL students in Ethiopian high schools learned writing skills in unsupported learning environments that negatively influence students' development as a writer. Some of the common constraints of the learning environments were found to be lack of time to practice writing, back wash effects of examinations, and design and presentation of writing exercises in the text books.

There are also other manifestations of surface and superficial conceptions of teaching and learning. For example, the teaching of writing at universities could not bring the desired effects on students' writing performance. Different researchers clearly acknowledged undergraduates' stronger limitations to write effectively in English. The findings of Adege (2016), Assefa (2007), Bekele (2011), Habtamu and Mohammed (2004), Mesfin (2013), S. Habtamu (2018), Geremew (1999); Zeleke (2017) clearly supported this claim. Students' failure to write effectively at university level seemed to have direct connection with their surface conceptions and approaches to learning writing skills. According to Ramsdon (1992, p.53) and Gibbs and Coffey (2004, p.89), poor learning outcomes in general have clear association with surface conceptions of learning. By the same token, students' poor performance in writing can also be attributed to their surface and superficial conceptions of writing.

Additionally, students' poor engagement in revision writing can be the other manifestation of surface conceptions of writing. If students get the opportunity to revise, they focus on surface or superficial changes. In this regard, Dawit (2003, p. 42), Hayes, et al. (1987, p.177) and Wallace and Hayes (1991, p. 55) acknowledged that EFL writers' appeared to employ surface approach to revise texts. EFL teachers also give comments and feedbacks that focus on "language specific errors and problems" (Zamel, 1982). This compelled students to get accustomed to surface and superficial revision.

More importantly, students with surface conceptions of writing strongly believe in studying grammar and language rules to improve their writing skills. In line with this view, M. Habtamu (2018, p. 141) stated that EFL students in three Ethiopian universities believed that "the grammar and mechanics aspects of writing and not meaning should be emphasized". Logically, learning writing meaningfully needs consistent practice and engagement in writing, and it also invites students to perceive oneself as a writer. For that reason, the findings of M. Habtamu (2018) appeared to strengthen arguments about undergraduates' tendency to employ surface conceptions of writing.

Researchers have already started looking for solutions to EFL students' writing problems, and as one potential remedy, using alternative assessment schemes is gathering momentum recently (Gipps, 1994 as cited in Farahian & Avarzamani, 2018, p.1). Alternative assessment schemes

have lots of unique features that change the affordances of the teaching and learning environments in writing classes (Brown, 2003, P 13; Richards & Renandya, 2000, p. 335; Cunningham, 1998, p. 119).

Portfolio assessment, as a type of alternative assessment scheme, has been widely employed in writing classes, and researches on the effects of PBA, by and large, have confirmed the positive contributions of PBA on EFL students' writing performance. For instance, Ghoorchaei, Tavakoli and Ansari (2010); Nezakatgoo (2011), Taki and Heidari (2011), Tabatabaei and Assefi (2012), experimented PBA on Iranian students and confirmed the positive effects of PBA on students' writing performance. Similarly, Yurdabakan & Erdogan (2009) in Turkey and Kalra, Sundrarajun & Komintarachat, (2017) in Thailand investigated the effects of PBA on EFL students writing skills. The results confirmed the constructive effects of PBA on students' writing skills. Other researchers also tried to explore the effects of PBA on writing sub-skills. For instance , Roohani and Taheri ( 2015) in Iran, Obeiah & Bataineh ( 2016) in Jordan, and Prastikawati, Sophia & Sodiq (2016) in Indonesia employed PBA and confirmed the positive effects of PBA on writing sub-skills such as focus , content and organizations of the text

Similarly, researches on the attributes of the changes observed on students' writing performance as a result of PBA focus on two important dimensions: changes in the psychological attributes of the learners and changes in their writing habits. Consequently, some studies evidenced the effects of PBA on the different learner attributes such as locus of control orientations, motivation, metacognitive awareness and learner autonomy. For instance, PBA was found to foster students' internal locus of control orientations (Ezell & Klein, 2003; Shirvan & Golparvar, 2016). Portfolio was also found to influence Iranian students motivation for reading (Hosseini & Ghabanch, 2014), and metacognitive awareness (Farahiam & Avarzamani, 2018). Moreover, PBA positively influenced the autonomy of Iranian freshman undergraduate students (Khodadady & Khodabakhshzade, 2012) and Iranian pre-intermediate learners (Afshr & Bastami, 2012). In the same way , other studies further confirmed the positive effects of PBA on Iranian students' active engagement in writing process such as planning, revising and editing (Boumediene, Burrahal, & Harji, 2016; Fahim & Jalili,2013).

As far as the researchers' knowledge is concerned, no previous study has investigated the effect of PBA on EFL students' conceptions and approaches to learning in general, and writing in particular. This study, therefore, was planned to fill the existing research gaps in different respects. Firstly, there are scarcities of researches about instructional as well as assessment schemes that foster students' deep conceptions of writing. In this regard, Lavelle (2007, p.227) suggests that the future direction of research in the approaches-to-writing model, is experimenting interventions that foster deep approaches to learning. Other researchers (Biggs, et.al. 1999 as cited in Lavelle, 2007, p.227) also recommend checking the cross- cultural validity of the model as a research niche.in the area. Secondly, as we have already seen, the effects of portfolio assessment on students' writing performance have been tried out in different nations such as Iran, Indonesia, Jordan, Thailand and Turkey where English is used as a foreign language, but it has not yet been tried out in Ethiopian context.

Hence, the current study was mainly planned to investigate the effects of employing PBA on EFL students' conceptions and approaches to writing, and their writing performance. Along the way, the context of teaching EFL writing in Ethiopian HLIs and the challenges and merits of using PBA were also examined.

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The general objective of this study was to examine the effects of Portfolio Based Assessment (PBA) to improve students' conceptions and approaches to writing and their writing performance.

#### **1.3.2. Specific Objectives**

The specific research objectives were to:

- analyse the context of teaching EFL writing at Wollo University;
- explore first year students' existing conceptions and approaches to writing in English;
- investigate the effects of PBA on EFL students' conceptions and approaches to writing;

- examine the effects of PBA on first year students' writing performance, and
- discover the perceived challenges and merits of using PBA.

#### **1.4. Research Questions**

##### **1.4.1. General Research Question**

This research was designed to examine whether PBA promotes students' deep conceptions of writing or not. Accordingly, the general research question of this intervention study was:

- Do the affordances of PBA have any significant effect on EFL students' conceptions and approaches to writing?

##### **1.4.2. Specific Research Question**

Specific research questions that have shown the different dimensions of the general research question were crafted. Accordingly, this intervention study was also designed to answer the following research questions.

- What seems the context of teaching EFL writing at Wollo University?
- What are first year students' existing conceptions and approaches to writing?
- Is there any statistically significant difference between EG and CG in their conceptions and approaches to writing (CW) after the treatment?
- Is there any statistically significant difference between EG and CG in the mean scores of their writing performance (WP) after the treatment?
- What are the participants' views about the challenges and merits of using PBA?

#### **1.5. Research Hypotheses**

This study employed a pre-test post-test quasi experimental design in general and embedded experimental model in particular. Accordingly, the study mainly employed quantitative data and the qualitative data were considered supplemental to triangulate and further validate the findings. Thus, presenting hypothesis is customary in a quasi-experimental research design with a purely post-positivist epistemological and ontological assertion of knowledge. This study, however, claimed pragmatist conception of knowledge and reality. In spite of that, presenting the research hypotheses to be tested at the very outset has made clear the essence of the study, and it helps

readers to see the issue of this study from a broader vantage point. Thus, the null hypotheses (H<sub>0</sub>) and the research hypotheses (H<sub>1</sub>) about the effects of PBA on EFL students' conceptions of writing and their writing performance are presented as follow:

**H<sub>0</sub>:** There will be no statistically significant difference in conceptions and approaches to writing between students in Portfolio Based Assessment (PBA) group and students in non-PBA group.

**H<sub>1</sub>:** There will be statistically significant difference in conceptions and approaches to writing between students in PBA group and students in non-PBA group.

**H<sub>0</sub>:** There will be no significant difference in writing performance between students in PBA group and students in non-PBA group.

**H<sub>1</sub>:** There will be significant difference in writing performance between students in PBA group and students in non-PBA group.

### **1.6. Scope of the Study**

The study was delimited to first year students under Natural Science stream attending their freshman courses at Wollo University Dessie Campus in 2022 academic year. The study was also confined on examining effects of PBA on EFL students' conceptions and approaches to writing, and their writing performance. The conceptions and approaches to writing was also restricted on the Approaches-to –Writing Model of Lavelle (2007) that consisted of five distinct constructs. Three of them are surface conceptions and approaches to writing: procedural, spontaneous- impulsive and low self-efficacy beliefs. Two of the constructs are deep conceptions: reflective-revision and elaborative conceptions of writing. The study, therefore, was confined on examining the observed changes on the aforementioned variables and their relationship with students' writing performance. Students in natural science stream were chosen considering the relative merits of the findings to a large group of undergraduates. The writing tests designed to examine students' writing performance were also delimited on writing expository essays. This writing genre was chosen to assess the students' writing performance for three sound reasons. First, university students are usually required to write more expository writings for different academic purposes. Secondly, expository writing genre was also selected

considering the emphasis given for this genre in the teaching material, and the students' essay writing experiences. Thirdly, the basic features of expository writings were found to be conducive for a reliable and independent assessment.

### **1.7. Significance of the Study**

PBA has been tried out in different nations, but it has not yet been given attention in Ethiopia. The study, therefore, is expected to have original contributions to use PBA in Ethiopian higher learning institutions (HLIs) in order to promote students' writing performance. As we have seen in the background section, maximizing learning outside of the classroom and integrating authentic assessment are the key reform issues in Ethiopian Education Development Roadmap (2018-30) document MoE (2018). As a result, the findings are expected to have contributions that ensure the feasibility as well as the effectiveness of PBA, an aspect of authentic assessment, in Ethiopian context.

More to the point, the variables of this study, such as conceptions and approaches to writing and writing performance, have been chosen to fill the knowledge gap in the area. As we have seen under the problem statement, researches on assessment schemes that promote deep conceptions of learning in general and deep conceptions of writing in particular are limited. Accordingly, the study is expected to have its own contribution to look for possible ways of fostering deep conceptions and approaches to writing in HLIs.

Additionally, different stakeholders in the venture of higher education such as policy makers, curriculum designers and material producers may get benefits from the findings of the study and look for possible ways of accommodating PBA in their respective documents. Universities are using similar teaching materials to harmonize teaching and assessment practices across different universities. Accordingly, the findings of this study will help all stakeholders integrate PBA with clear and feasible implementation protocol.

EFL students' problems to write effectively is claimed to have adverse effects on the quality of education in Ethiopian HLIs. This intervention study has established the constructive effects of PBA on EFL students' writing performance. Accordingly, EFL teachers can use PBA to help students improve their (students') writing performance in English.

In Ethiopian HLIs, establishing a teaching and learning environment that fosters deep and meaningful conceptions and approaches to writing appeared to be challenging due to different constraints in the broader teaching and learning context. In spite of the challenges, integrating PBA was found to influence the students' conceptions and approaches to writing positively. Accordingly, EFL teachers can use PBA as an instructional and assessment tool that fosters deep and meaningful conceptions and approaches to writing.

Intervention studies that focus on students' conceptions and approaches to writing appeared to be limited in the context of Ethiopian HLIs. Accordingly, researchers who want to conduct similar studies on the issue or who want to replicate the study in other contexts could use this study as a foothold in their research endeavor.

### **1.8. Limitations of the study**

Whenever we understand the findings of this study, the following limitations should be taken in to consideration. Firstly, the research was quasi-experimental and data about the teachers' and students' conceptions and approaches to writing were mainly collected by using questionnaires, interviews and reflective diaries. These data collection instruments have their own strengths because the participants had the freedom to give information free from direct interference of the researcher. However, self reported data gathering techniques have also unquestionable limitations to serve the intended purpose because participants might exaggerate or under report experiences. They might forget information liable to deliberate and natural forgetting.

Additionally, in this quasi-experimental study, students in the experimental and control group were taught by the same teacher. The same teacher was employed in both groups in order to control variables that influence the internal validity of the research such as variability in teachers' motivation, work-experience, interest to teaching in general and teaching writing in particular. However, using the same teacher can also have its own unavoidable limitations attributed to the actuality of teaching students in control group (CG) in a natural way.

The study was also done in the context where students were taught writing integrated with other language skills. In practice, the course, communicative English skills II, has given priority to developing students written communication skills. Accordingly, writing activities have been made

part and parcel of each and every reading passage in the module, so students are invited to write conclusions and summary of reading passages. In addition, under the grammar sections, students are given the opportunity to practice the grammar items, such as active and passive voice by producing paragraphs. More importantly, writing paragraphs, and essays are given independent sections in each and every unit. However, the course was not independently a writing course. If the course had specifically been designed to teach writing, it could have helped the teacher and the students to focus on meeting the goals of developing written communication skills. This could also be taken as a limitation of the study.

### **1.9. Operational Definitions of Terms and Phrases**

**Approaches to Writing:** the dynamics of what students think about writing and how they do writing in the context of teaching and learning that potentially tune their beliefs and practices

**Conceptions of writing:** the beliefs, perceptions, values and preferences of students to manage writing in English.

**Deep conceptions of writing:** students' beliefs about and practices of elaboration, reflection and revision in their writing endeavor as measured by the IPICC of Lavelle (1993,2007)

**Portfolio based assessment:** an assessment scheme that entails students' engagement in consistent and out-of class practicing of writing till the end of the course

**Surface conceptions of writing:** students' beliefs about their initiation, assertiveness and involvement in EFL writing as measured by the IPICC of Lavelle (1993, 2007)

**Writing performance:** EFL students essay writing skills as measured by Jacobs,et.al. (1981) ESL Composition Profile

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. Introduction**

This chapter consists of reviews of the existing literature about the nature of conceptions and approaches to writing and their basic characteristics in the context of teaching and learning writing skills. In addition, the chapter discusses basic issues about alternative assessment in general and portfolio assessment in particular. Finally, the theoretical and the conceptual frameworks of the study are shown.

#### **2.1. Views about Teaching and Learning: Background and Philosophical Stances**

In 1990's the emergence of constructivism as a philosophical movement instigated two contrasting conceptions of teaching and learning: traditional and constructivist (Westwood, 2004, pp.20-22; 2008, pp.3-5). Changes in general education also have effects on changes in EFL/ESL methodologies. As a result, two contrasting perspectives of language teaching started to appear in ESL pedagogy: product- oriented and process- oriented view of language (Smith 1996 as cited in Qi, 2022, p.316). He made further illustrations of the theoretical models. The theoretical basis of product -oriented teaching model views language as an entity to be learned, and the teaching and learning of language skills emphasized mastering desecrate language items. On the other hand, in process-oriented view, language is considered as an activity to be used in different communication contexts. Thus, the focus of teaching and learning is considered to be communication and meaning rather than accuracy and form.

The two general assumptions of language teaching and learning are also reflected on the approaches to teaching EFL writing: product- oriented and process- oriented teaching approach. However, methodological limitations of each approach and the intention to have blended approaches to teaching writing resulted in the integration of two additional alternative approaches to teaching writing, genre-approach and process-genre approach to teaching writing ( Bedgar & White, 2000,p.157). On the basis of the objectives of the research, reviews of the two contrasting approaches, namely the product- oriented approach and the process-oriented approach, were made.

The basic characteristics of product- oriented and process- oriented approaches of teaching writing have been presented on the basis of the reviews made by Bedgar and White (2000); Klimova (2013); Ouidani and Baghdadi (2022). Accordingly, product- oriented approach is a text based and traditional approach that emphasizes teaching discrete linguistic skill. Language form is given attention rather than the content. Authoritative texts are also presented to students in order to imitate or adapt the linguistic forms. According to Pincas (1982b as cited in Bedgar & White, 2000, p.153) product based approach emphasized linguistic knowledge such as appropriate use of vocabulary, syntax and cohesive devices. On the other hand, process – based approach, which most of the teachers claimed to employ in their classroom, incorporates lots of the features of constructivist conceptions of teaching (Graham & Harris, 1994, p. 275). Process based writing focuses on the stages of the writing process such as planning, writing, revising and editing. The students learn writing in their effort to meet a certain communication goal. Accordingly, writing activities give due attention to collaborative-group writing, peer editing, drafting and rewriting, and teacher-student conferencing.

Teaching and learning are two sides of a coin. Previously, learning was conceived as receiving knowledge from the classroom teacher who was considered as a fountain of knowledge. In this conception of teaching and learning, students were considered to be receptacles that internalize what have been taught by the classroom teacher. The teacher’s responsibility was also considered to be transmitting his or her knowledge to the students. This conception of teaching and learning failed to accommodate different emerging attributes of teaching and learning that synchronize deep conceptions and approaches to learning. Accordingly, the constructivists’ conception of teaching and learning has come and revolutionizes views about teaching and learning. In this conception of teaching and learning, students’ construct meaning from learning cues they receive in the context of teaching and learning. In addition, students reflect on their learning experience and construct their own meanings. The constructivists’ conception of learning has changed the context of teaching and the expected teachers’ and students’ roles. Accordingly, the goal of learning is viewed as “changing the ways in which learners’ understand or experience or conceptualize the world around them” (Ramsdon, 1992, p.4)

## 2.2. Conceptions and Approaches to Writing

### 2.2.1. Defining Conceptions

The term “conceptions” is defined differently by different researchers. One attribute for the conceptual dissimilarity of the definitions given to “conceptions” is the difficulty to show clear semantic boundaries between “conceptions” and other related constructs. Hence, in some cases, terms such as “conceptions”, “beliefs”, “orientations”, “approaches” and “intentions” have been used interchangeably without any distinction in meaning (Devline, 2006, p.112), and in other cases these terms have been considered hierarchical – as the term “conceptions” is considered the umbrella that comprises the others. A case in point, Thompson (1992 as quoted in Opre, 2015, p. 2030) states that conceptions refer to “general mental structure, encompassing, beliefs, meanings, concepts, propositions, rules, mental images, preferences and the like”

In spite of the hierarchical relationships among the terms, conceptions are commonly defined as “beliefs” that guide “perception of situations” and “shape action” (Lam & Kember, 2006, p. 694). Similarly, conceptions are defined as the way people conceptualize or understand the world around. In the words of Ramsden (1992, pp. (39-40) conception are defined as “a sort of relationship between a person and a phenomenon” and “how an individual makes sense of something”. These generic definitions have informed us the possibility of having conceptions to every phenomenon that influences our life. Accordingly, people in the arena of education can have conception to teaching, learning, assessment and other aspects of the instructional process. According to Fuller (1999, as cited in Abiy, 2005, p.40) conception of learning incorporates beliefs about the nature of learning, beliefs about how one knows whether learning has taken place, and knowledge of factors that affect learning. In the same way, Marton (1981 as cited in Duarte, 2007, p.781) defined conceptions of learning as “students’ natural understanding or interpretation of the learning phenomena”.

Conceptions of academic writing, therefore, have to be seen from the broader context in which the phenomenon (EFL writing in the current study) is expected to happen. The definition given by Pratt (1992 quoted in Devlin, 2006, p.112) makes the issue clear:

*Specific meanings attached to phenomenon [such as writing] which then mediate our responses to situations involving those phenomena. We form conceptions of*

*virtually every aspect of our perceived world, and in so doing, use those abstract representations to delimit something from , and relate it to, other aspects of our world.*

From the aforementioned definitions of conceptions, we can deduce that conceptions as an abstract and implicit understanding of a phenomenon. It is also the way we recognize a certain phenomenon and how we practice it. Generally, conceptions of writing is defined as the way teachers and learners view the act of composing in English, and it is teachers' and students' framed philosophy behind the act of writing or composing, and the way teachers and students make distinctions between doing writing and doing related activities such as reading, listening, and speaking.

### **2.2.2. Defining Approaches to Writing**

The term “ approaches to writing” is defined as “ the relationship between the beliefs that writers have about writing and the patterns of writing strategies that they employ” (Lavelle & Bushrow, 2007, p.808); they tried to further delimit the meanings of “approaches to writing” by comparing and contrasting “writing approaches” with other related constructs such as “writing strategies” and “ writing styles”. They defined writing strategies as “patterns of writing tactics to achieve...writing goals”. In other words, strategies are relatively stable constructs that involve writing tactics such as (brainstorming, outlining, drafting, free writing etc.). On the other hand, writing styles have shown individual differences in strategy use. Styles are unique and personal use of strategies. More importantly, writing approach refers to a notion that combines “beliefs about writing” and “writing strategies” as a single entity.

Unlike, writing strategies and writing styles, the nature and type of writing approaches are determined by the simultaneous effects of the writer's beliefs and the affordances in the learning environment. To put in another way, the students' conceptions and approaches to writing are dynamic and modifiable constructs that are largely determined by the interaction of the writer and the learning environment (Lavelle & Bushrow, 2007, p.808). Similarly, Biggs and Tang (2007, p.29) further strengthen this idea that “ surface and deep approaches to learning are not personality traits , as it sometimes thought, but are most usefully thought of as reactions to the teaching environment.” Likewise, Ramsdon (1992, p, 40) and Gorodetsky, et.al.(1997, p.424) affirmed the possibility of a change in conceptions and approaches to learning whenever there

is a change in the affordances of the learning environment. As Gorodetsky, et.al.(1997, p.424) further affirmed, the change in the affordances of the learning environment can possibly be a change in practice or exposure to new knowledge. Accordingly, the nature of the writing environment plays pivotal role to determine the type of approach adopted by the writers. All things considered, writers' propensity to approach the act of composing tends to reflect two contrasting views of learning to write along a continuum: surface approaches and deep approaches to writing (Lavelle & Zuercher, 1999 p.6, 2001; Lavelle & Guarino, 2003).

### **2.2.3. The Approaches-to –Writing Model of Lavelle (2007)**

According to Lavelle, (2007, p.222) academic writing is a complex activity that involves multifaceted writing strategies, cognitive and affective factors. Thus, university students are expected to employ writing skills for a wide variety of purposes, but the way university students do writings or face the challenges of writing and the way they think about academic writing is not well understood. Accordingly, an approach -to -writing framework was developed from writers' motives and strategies. On the other hand, approaches to writing is seen in the same way as conceptions of learning. The ideas are interconnected because the conception of learning is reflected in the approaches of learning that students preferred. According to Lavelle and Zuercher, ( 2001 ) and Lavelle and Guarino, (2003 ) writers' propensity to approach their act of writing tends to reflect two opposing views along a continuum: surface and deep approaches to writing. The key characteristics of the two approaches to writing are presented in the following table.

**Table 2.1. Deep and Surface Writing Orientations of University Students**

<b><i>Deep Approach</i></b>	<b><i>Surface Approach</i></b>
Metacognitive, reflective	redundant, reproductive
High or alternating focus	focus at the micro-level
Hierarchical organization	linear, sequential organization,
Engagement	Detachment
Self-referencing, agentic	Passive
Audience concern	Data concern
Thesis –Driven	Data or teacher driven
Revision	Editing
Coherence	Cohesion
Transforming	Telling
Autonomous	Rule-bound
Feelings of satisfaction and connectedness	Just get done

Taken from Lavelle and Zuercher (1999, P. 21)

#### **2.2.4. Deep and Surface Approaches to Writing**

On the basis of Lavelle’s (1993, 2007) Inventory of Process in College Composition, five different factors shape the students’ writing approaches. Two of the factors (such as reflective –revisionist and elaborative ) have been identified as deep approaches to writing, and the remaining three factors (such as low self-efficacy beliefs, spontaneous –impulsive and procedural) have been regard as surface approaches to writing. The details of each writing approach are presented as follow.

##### **2.2.4.1. Reflective -Revisionist**

Revision writing is mainly conceived from two interrelated angles. The first one is revision as a separate stage of the writing process that focuses on “re-seeing” or “rewriting” a text to redress major concerns of the text. This conception is seen in the definition of revision given by Soven (1993 as quoted in Sze, 2002, 21) “reconsidering the larger elements of an essay, its content, development and organization”. On the basis of this definition, revising encompasses mainly

changes that may not be considered as correcting surface level writing problems, or editing. The second conception of revision is equating revision with the writing process itself because writing is considered as a recursive and iterative process of moving back and forth in order to express ideas effectively. In this conception of revising, revision is not seen in isolation from the other elements of the composition process. In line with this notion of revision, Zamel (1982, 197) defines writing as a process of discovering meaning. It is also a writer's continuous search for the best way of expressing the intended meaning until the form that is in harmony with the intention of the writer has come on the surface.

Revision is the hallmark of good writing, and the distinction between writers competence is their commitment for and engagement in revision. In line with this idea, Wilson and Glazier, (2011, P. 230) states "Great writers don't sit down and write a final draft. They write and revise". In line with this idea, Flower, et al (1986, p. 16); Li (1999, p. 2); Reynolds and Bonk (1996 cited in Barkaoui, 2007); Wilson and Glazier (2011, p.230) asserted the pivotal role of revision to improve the quality of writings. Different writing theories and models also supported the positive contribution of revising to improve the process as well as the outcome of students' writing. Even if, the potential contribution of revising to improve the quality of students' writing is well acknowledged in the literature, different researchers such as Barkaoui (2007) claimed the little propensity that many L2 writers have shown to employ revising frequently and effectively in their writings.

Not only the frequency of revising but also writers' beliefs about the place of revision in writing potentially determine the quality of the writing outcome. Thus, experienced writers such as (journalists, editors, and academics) and inexperienced writers (usually students and practicing writers) are different in their conception and approach to revision. Accordingly, experienced (expert) writers do more global revision than inexperienced (novice) writers (Hayes, et.al., 1978, p.177; Wallace & Hayes, 1991, p. 55). Similarly, Poter, (1997 cited in Sze, 2002) claimed inexperienced writers' quantitative conception and surface approach to revision writing (p.22). In line with this idea, Wallace and Hayes (1991, p. 55) state that "inexperienced writers' typically treat revision as a local task, that is, a task of changing words and sentences rather than of modifying the goals or organizations of the text ..."

It should be noted that revision is supposed to go hand in hand with reflection. Reflective aspect of revision focuses on being more “analytic”, “critical” and “detached”( Lavelle, 2007, p. 224). That means whenever students started to reflect on their action, they might have tendencies to be more analytic, critical and impersonal. Consequently, changes in students’ conception and approaches to revision writing will be assessed by the Reflective- Revision Scale of Lavelle’s (1993) as part of the Inventory of Process in College Composition. Higher mean score reflects propensity to deep approach and vice versa.

#### **2.2.4.2. Elaborative**

According to Crossley and McNamara (2016, p.352), “better writers produce more words with more sophisticated text structure”, They further argued that text- elaboration is a key aspect of judging writing quality. Text elaboration entails the capability of the writer to explain ideas in detail, and make connection or association between and among ideas and world experiences. It also depicts the writer’s perspective or unique ways of understanding the world. Writing is considered as the reflection of one’s identity and personal experiences. Accordingly, elaborative strategy involves personal meanings and self- investment, so writers’ view writing as symbolic. According to Lavelle (2007, p. 224) elaborative writers use different writing strategies. One of the strategies supposed to be employed by elaborative writers is considering audience. Whenever a writer has taken the audience into account, he or she would bridge possible gaps that deter effective communication. Secondly, considering writing as a unique and creative voice of the writer has given writers a room for more elaboration of their world view. In addition, elaborative writers usually go beyond the task requirements, so they intend to elaborate ideas, views and experiences by way of getting involved in the situation. Writers use different ways of making sense of the world by way of employing visualizing, self-referencing and analogy and metaphor. The writers concern for the audience has clearly shown their intent for communication and reflection.

#### **2.2.4.3. Low-Self Efficacy Beliefs**

Self-efficacy belief is an aspect of motivation that encompasses two essential elements: outcome expectations and efficacy expectations. Outcome expectation is defined as beliefs that certain forms of activities lead to a desired outcome. On the other hand, efficacy expectations refer to

beliefs about one's capability to perform those actions that lead to the intended outcome (Troai, Shankland & Wolbers, 2012). Different researchers such as Bandura, (1995, p 5) supported the idea that self-efficacy beliefs regulate the function of human beings in different ways by way of influencing the cognitive, motivational, affective and selection processes. For instance, students are expected to have beliefs about revising strategies, actions or activities that lead to a better quality of an essay. These beliefs reflect the students' outcome expectations. Similarly, students do have also beliefs that show the level of their agreement to perform those strategies, actions and activities that lead to a better quality of the revised text. These beliefs are called efficacy-expectations.

Self-efficacy, in general, refers to students' beliefs about the forms of activities that help them write well and students' self-perceived beliefs about their capability to perform those activities that esteemed to improve their writing. On the basis of the general notion of efficacy for writing, Lavelle (1993) designed Low -Self efficacy Scale presented in the Inventory of Process in College Composition (1993). The scale depicts writers' low confidence, doubtful approach, and negative affect to writing (writing as painful act). Moreover, studying parts such as grammar and punctuation were highly regarded as an effective way of developing writing skills rather than studying writing skills as a whole. In addition, seeking collaboration and social support have been presented as preferred approach to complete the task.

High score on the Low-self-efficacy scale of Lavelle (1993) reflects students' propensity to surface orientation to writing, and problems to employ approaches that help them improve the quality of their composition.

#### **2.2.4.4. Spontaneous-Impulsive**

Writing is a recursive process with lots of introspection to make a unified whole. As a result, effective writers perceive writing as a planned and iterative process. In line with this idea, Zamel (1982. P. 197) defines writing as a process of discovering meaning. It is also a writer's continuous search for the best way of expressing the intended meaning until the form that is in harmony with the intention of the writer has come on the surface. However, writers with spontaneous- impulsive writing approach perceived writing as a one touch activity, and their major writing motive is task completion. These writers have little propensity to revise; they want

to make everything right at one touch. Spontaneous- impulsive writers, therefore, perceived rewriting or revisiting as lack of writing competence. Some of the common writing strategies employed by spontaneous- impulsive writers are writing with no intention for rewriting or revisiting, writing without planning or preparation; writing just like talking.

#### **2.2.4.5. Procedural**

Writing is a creative art that will never be achieved through strict rules and procedures. Accordingly, an effective writer could be open to try different strategies of generating and reorganizing ideas. However, procedural approach reflects writers' approach to stick on rules and procedures. Thus, procedural conception of writing is supposed to be a barrier that deters writers from following their inner voice that shape to the themes, arguments and tones of writings. These elements have pressing effect to show the writer unique identity that potentially add color to the texts and readability of the writer's craft. Procedural approaches have been manifested in different dimensions of writing. For instance, the main goal of the writer needs to be communicating ideas, but writers with procedural conceptions value pleasing the teacher by meeting the standards or procedures set by the teacher. In addition, writer might worry about the time required to complete the writings, number of lines, revision procedures and number of drafts. Some of the items in the procedural scale of the Inventory of processes in College Composition (Lavelle 1993, 1997) are presented as follow: "The main reason for writing an essay or paper is to get a good grade on it." "The teacher is the most important audience." "I like written assignments to be well-specified with details included."

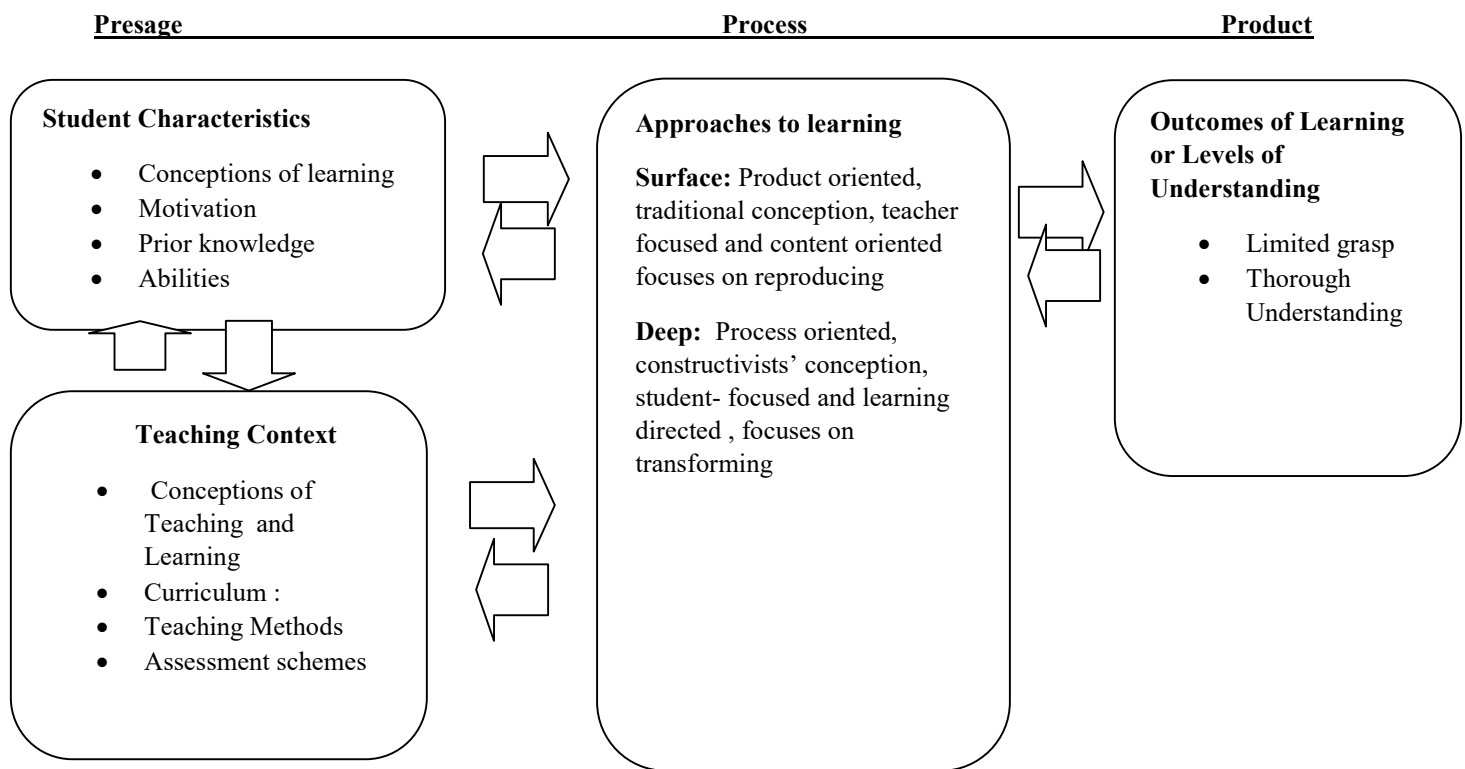
#### **2.2.5. The Nexus between Teaching Context and Approaches to Writing**

The 3P model of learning by Biggs and Moore's (1993) has commonly been used to explicate the nexus among three basic factors in any educational environment: presage, process and product factors. In other words, the three factors represent three important features of learning: beliefs, approaches, and outcomes (Dart, et.al. 2000, p. 262). As shown in Figure 2.1, the presage factor is a combination of two basic constructs: *student characteristics* (such as conceptions of learning, motivation, prior knowledge, and ability) and *the teaching context* (such as conceptions of teaching, curriculum, methods, and assessment schemes).

Among all the multifaceted and interdependent factors in the context of teaching, teachers' conceptions of teaching and their assessment practices have played a profound role in determining the nature of the learning environment. This is because teachers' philosophical assumptions or theories of teaching manifest in the context of teaching. For this reason, the teacher plays a central role in establishing a teaching learning environment in which student learning is optimized (Biggs & Tang, 2011, p. 97; Ramsdon, 1992, p. 62)

Researchers such as (Lavelle, & Zuercher, 1999; Lavelle & Bushrow, 2007; Karabinar, 2014) employed this model to study the relationship among student characteristics, a presage factor, and the respective process and product factors. Similarly, Lam and Kember (2006), Kember and Kwan (2000), and Kember (1997) attempted to show the relationship between conceptions of teaching and other elements of the model. However, scant attention has been paid to research the relationship between the teaching context and the other elements of the model.

**Figure 2.1. The 3p model of Biggs and Moore (1993)**



*(Adapted from Dart, et.al. 2000, p.263)*

### **2.2.5.1. Teachers' Conceptions of Teaching Writing**

Conceptions -of teaching is defined as “the belief held by teachers about their preferred ways of teaching and learning” (Chan & Elliott, 2004, as quoted in Qi, 2022, 316). Teaching conceptions are also viewed as the philosophical foundations of teaching behaviors and activities in the classroom (Freeman & Richards 1993; Richards & Lockhart, 1994 p.58; Aypay, 2010). Teachers manage their professional practice on the basis of their assumptions of teaching. In line with this idea, Biggs and Tang (2007, p.15) state, “how effectively we teach depends first on what we think teaching is”. However, conception of teaching has been an issue of academic discussion predominantly in the field of EFL/ESL teacher-education programs (Qi, 2022, p.316). Yet, teaching conceptions have considerable effects on every teacher’s views of language teaching and their adoption of different language teaching approaches.

Teachers’ conceptions of teaching influence their adoption of teaching strategies (Kember, 1997, p.255; Gao & Watkins, 2002,p.61 ; Lam & Kember, 2006, p.694; Xu, 2012, p.1399; Qi,2022, p.316;). Researches have also shown the relationship between conceptions of teaching and approaches to teaching (Trigwell & Prosser, 1996). As teaching conceptions reflect teachers’ values, worldviews, and philosophies of teaching, teachers’ conceptions and beliefs indisputably influence their teaching tendencies. Teaching tendencies are reflected on teachers’ pedagogical decisions and classroom practices. According to Kember and Kwan (2000), teaching tendencies can be skewed towards two contrasting approaches to teaching: content-centered and learning-centered approaches to teaching. These contrasting teaching approaches are also referred to as teacher-focused and student-focused approaches to teaching (Trigwell et.al., 1974 as cited in Gibbs & Coffey 2004). Content- centered or teacher-focused teaching approach emphasizes transmission of structured set of knowledge. On the other hand, learning-centered or student-focused-teaching approach emphasizes helping students learn by facilitating learning.

Especially, in HLIs where self-directed, independent and out-of class learning is promoted, teachers’ conceptions of teaching play pivotal role to determine students’ learning orientation and learning outcomes as well. In line with this idea, Biggs (1999, p. 61) stated that teaching conceptions cue teachers’ teaching effectiveness. Gracio, et.al (2023, pp.1-3) also highlighted the effects of teachers’ conceptions of teaching on the quality of students’ learning.

The teachers' conceptions of writing determine the nature of instructional practice and assessment modes in writing classes. These issues implicitly cue students' choice of conceptions and approaches to writing, and the outcomes of their learning. In line with this view, Ramsdon, (1992, p.4) states that "improving teaching involves the same process that informs high quality student learning". In the same way, Alamirew (2005, p.22) states that the students' conceptions and performances are influenced by the nature of teaching and learning practices adopted by the teachers. On the basis of this claim, teachers' conceptions of teaching and learning is determined by their preferred instructional and assessment practices.

#### **2.2.5.2. Institutional Factors**

The broader context of teaching and learning in one or the other way has its own influence on the teachers' and students' conceptions of writing. The institutional factors incorporate the curriculum, preferred teaching methods, the teaching learning materials, and the assessment modes (Biggs & Moore, 1993). Institutional factors dictate teachers' orientation to teaching and learning; in some cases, institutional factors can be in dissonance with the teachers' personal philosophy of teaching and learning.

As the research focuses on portfolio assessment, we are going to see factors in relation with writing assessment. According to Rosen (1999, p. 37) assessment schemes employed by writing teachers have their own effect on students' orientation towards learning writing skills. For instance, in a classroom where teachers employ assessments that focus on grading the students' writings, the major concern of the students will be on what they score, and teachers mainly focus no making clear the rationales for the grading of the students' writing. On the contrary, assessment schemes that give students a room for self-improvement and delayed evaluation promotes a writing environment than a grading environment.

Instructional delivery methods as well as the assessment schemes that do not favor the students' consistent engagement in writing do have adverse effect on students writing skills and affect to writing. Thus, as the experiences of the researcher revealed, EFL students were not given adequate opportunities to get involved in extensive and personal writing. As the findings of Molla (2009) one of the major causes of students' writing problems is lack of practice in writing in English. Writing skill, like any other skills, can be improved by way of consistent engagement

in writing. In addition, researchers claimed that national examinations also have adverse effects on the teachers' and students' classroom practice. Abayneh (2009), for instance, asserted that the nature of grade 10 EGSES English language examination motivated teachers and students focus on grammar, reading and vocabulary activities. The other skills and sub-skills that do have more positive contribution to develop students' language command seem to be ignored in the classroom.

#### **2.2.6. Using the Term Conceptions and Approaches to Writing**

Conceptions-of-writing, which refers to the writers' beliefs and world views about writing, have direct connection with approaches-to-writing, which is about the way writers view writing and employ strategies. However, approach is a process factor that shows writers' beliefs and strategy preferences in its dynamic state. Accordingly, approach to writing is seen in the context of learning environment or cues and affordances that shape writers' beliefs and choice of strategies. Accordingly, approaches-to-writing by and large is seen as conceptions-of-writing in its dynamic state. As the definitions of Lavelle and Bushrow (2007,p.808) revealed, "the construct of writing approaches has been used to describe the relationship between the beliefs that writers have about writing and the patterns of writing strategies that they employ." Thus, the synergetic relationship between beliefs and strategies is reflected in the notion named as, approaches to writing. This notion is not a stable construct as "beliefs" and "strategies" rather it is a blend of beliefs and strategies in context or teaching and learning environment. For that reason, conceptions of and approaches to writing are usually considered as terms that reflect two sides of a coin. We cannot have one in the absence of the other.

In the context of the present study, the researcher preferred the use of the term conceptions and approaches to writing instead of using simply approaches to writing on the basis of the following rationales. Firstly, the approaches-to-writing model of Lavelle (2007) has shown that the students' approaches-to-writing is a dynamic entity that accomodates learners' beliefs about writing and the use of writing strategies. The IPICC scale has clearly shown the link and the overlap between these two constructs: beliefs and strategy use in a single construct, approaches-to-writing. Logically, approaches-to-writing is instigated by a change in beliefs about writing and writing strategies. If there is no change in the way students view writing and the way they

employ the esteemed writing strategies; it seems difficult to talk about a change in approaches to writing. Thus, approaches-to-writing and conceptions-of-writing are intermingled issues that we cannot clearly demarcate boundaries.

Secondly, in the 3p model of learning, a change in the cues and affordances of the teaching context instigates a change in the three basic elements of the model: the presage factor (students' conceptions-of-writing), process factor (approaches-to-writing) and product factor (writing performance). All the three factors do have bidirectional relationships; it seemed difficult to talk about directional cause and effect relationships among all the given factors. However, a change in conceptions of writing appeared to be a necessary condition for a change in the approaches to writing. However, there is also a possibility of a change in conceptions or beliefs of writing instigated by a change in approaches to writing. However, it is not possible to change approaches- to-writing without a change in conceptions-of-writing or vice versa. Thus, using conceptions and approaches to writing together was found preferable to give a clear impression about the issue.

Thirdly, the 3p model of Biggs and Moore (1993) consists of three distinct factors (presage, process and product factor), and the model has made demarcation between beliefs and approaches. Accordingly, beliefs or conceptions refer to the way learners view learning and other aspects of the instructional process. Approaches, however, is the tendency of the learners' beliefs in a continuum from surface to deep. Thus, approaches are dynamic entities that reflect the nature of beliefs that learners possess about writing or how to do writing. The approaches-to writing is operationalized as deep approach or surface approach. Similarly, the approaches-to writing Model of Lavelle (1993, 2007) was also built on the interconnection among the three core constructs in the learning process: beliefs, strategies and outcomes. The intersection of beliefs and strategies is represented by the approaches to writing. In the present study, to synchronize the aforementioned two models- Biggs and Moore (1993) and Lavelle (1993, 2007) , the researcher preferred using the terms conceptions and approaches to writing together.

### **2.2.7. Modifiability of Conceptions and Approaches to Writing**

According to Lavelle and Bushrow (2007, p.808) writing approaches are flexible and modifiable constructs that are largely determined by the interaction of the writer and the learning

environment. Accordingly, the nature of the writing environment plays pivotal role to determine the type of beliefs and approaches adopted by the writers. As Lavelle and Bushrow (2007, p.808) state:

*When writing environments are aligned to include meaningful, integrated tasks and assessments, writers are likely to take a meaningful approach. When writing environments are marked by disparate tasks or superficial assessments and fuzzy objectives, writers' may be cued to adopt a more superficial or repetitive/reorganizational strategy in writing.*

The findings of different researchers have also confirmed the modifiability of conceptions and approaches as a result of changes in the teaching learning context. For instance, Bernhardt (1988) confirmed the changes in inexperienced writers' conceptions and approaches to revision writing. The findings evidenced the decisive role of teaching and learning context on students' natural tendency to revision because students' revision performance to correct global text problems such as organization and development is significantly improved when the students engaged in take – home revisions than impromptu in class revision. Similarly, research findings revealed that distinction in revision task definition is an attribute for the differences between experienced writers and inexperienced writers. In the same way, Wallace and Hayes (1991) experimented the potential effects of changing the students' task definition on the students' global revision performance, and the findings revealed that the eight minutes instruction regarding global revision has brought significant improvement in the students concern for global revision and the quality of the revised text. Correspondingly, the research findings of Abiy (2005) also attested the modifiability of EFL students' conceptions and approaches to learning reading skills through teacher mediation.

#### **2.2.8. Implications of Studying Conceptions and Approaches to Writing**

The constructive effects of deep conception of learning in general and deep conceptions of writing in particular have been evidenced by different scholars. Accordingly, the researches of Lavelle, (1993, 1997, 1999 ) Karabinar, ( 2014) ; Lavelle and Bushrow, (2007 ) evidenced that deep conceptions of writing promote, students' self- beliefs as a writer and their engagement in writing process that improve the quality of their composition. The changes in students' writing beliefs, approaches and outcomes are attributed to students' increased concern for planning, writing, rewriting or revision, reflection, independent practice, creativity and authentic writing.

The findings of the aforementioned researches have employed the approaches to writing model to study the relationship between the presage factor- student characteristics with the process and product factors.

Even if different researches confirm the contributions of deep conceptions of writing on the quality of students' composition, there are scarcities of researchers that empirically confirm instructional or assessment strategies that promote deep conceptions of writing. As an assessment procedure that reflects the constructivists' conceptions of teaching and learning, PBA promotes iterative revision, reflection on action and independent practice, self and peer assessment that potentially improve the quality of students' writing. However, there are scant evidences that confirm the effects of PBA to promote students' deep conception of writing.

Additionally, students' conceptions of writing can not be seen in isolation from the context of teaching that accomodates teachers' conceptions of teaching writing and their assessment practices. Thus, Lam and Kember (2006); Kember and Kwan (2000); Kember (1997) attempted to show the relationship between teachers' conceptions of teaching and students' conceptions and approaches to learning. However, assessment as an element of the conext of teaching has stronger influence on the nature of teaching and learning environment (Ghaicha, 2016 cited in Musuku et.al. 2021, p.275). The teaching environment in turn influences students' conceptions and approaches to teaching. However, scant attention is given to research the relationship between the assessment schems in the teaching context and the other elements of the model, approaches and outcomes of learning.

### **2.3. Assessment in Writing Classes**

#### **2.3.1. Assessment: Definitions and Types**

According to Brown (2003) assessment is one of the repertoire of the teaching and learning practices. Thus, the term, "assessment" is commonly considered as a synonymous term with the term "test". However, test is an element of the assessment, and it is usually conducted by the teacher in the time specified in the curriculum (pp.4-5). Unlike test, assessment can be done by the teacher, the students themselves and/or other students. Assessment, therefore, focuses on getting data about students' learning in formal or informal ways. Hyland (2003, p.203) also

defines assessment as “the variety of ways used to collect information on a learner’s language ability or achievement”.

The basic premises of assessment, the purpose of administering the assessment and the timing of the assessment are used as parameters to classify assessment in to different types, but the classifications in one or the other way share some common characteristics. In most of the cases, assessment is categorized in to two: formative and summative forms of assessment (Hyland, 2003, p. 203; Westwood, 2008, p.73; Coffin et al., 2003, p. 76) The former types of assessment help to identify learners’ gaps in order to take remedial actions during the teaching learning process, but the latter type of assessment is usually done at the end of the program to judge the extent that a student has learned from a program or a course. Others such as Richards and Renandya (2000, p 335) also classify classroom assessment as traditional / conventional assessment and nontraditional/ alternative assessment on the basis of the authenticity of the assessment and the general notion or paradigm of teaching and learning in the classroom. Accordingly, in a classroom with a traditional notion of teaching and learning, assessment is characterized by the essence of “tests that test”. On the other hand, in a classroom with the new paradigm of teaching and learning, assessment is characterized by the idea “tests that also teach”. As we have seen, the types of assessment are consistent with the nature of esteemed instructional practice in the classroom.

### **2.3.2. Trends in Assessment: from Conventional to Alternative Assessment**

Trends in writing instruction have direct connection with trends in writing assessment. As one mirrors the other, it is difficult to make distinctions between the trends in instruction and the trends in assessment. Hence, the trends in writing assessment pass through three major trends in history: before the 1960’s, from 1970’s to the end of 1980’s and from 1990’s onwards (Clark, 2003, pp. 200-201). On the other hand, other researchers considered 1990’s as a major turning point in assessment and classified assessment trends into two: traditional or conventional assessment and alternative or authentic assessment ( Brown, 2003, p 13; Richards & Renandya, 2000, p. 335; Cunningham, 1998, p. 119)

Having considered the distinction as a matter of emphasis, we can use Clark’s (2003) classification to see the trends in detail From 1950 to the end of 1960’s writing skills was

assessed through objective test items. The objective of teaching writing during that time was to reinforce learning vocabulary and grammar. For that reason, writing was assessed by objective test items that reflect the emphasis on formal correctness of students' writing. In addition, from 1970's to the end of 1980's, the recognition of the limitations to assess writing through objective test items, however, paved the way to the beginning of writing assessment through writing timed essay since objective tests measure grammar and vocabulary knowledge than writing skills. From 1990 onwards, was renowned by the changing conceptions of writing as a recursive process that incorporates lots of revision and rethinking. The assessment-schemes have also tried to take in to account the changing natures of the instructional practices after the 1980's.

In general , 1990's was considered as a turning point because new forms of assessments that completely revolutionized the age long conventional assessment schemes had started to come on the scene, and these assessment schemes that deviate from the conventional assessment were given different names, alternative assessment, authentic assessment, performance based assessment and performance testing. On the basis of these changes, assessment modes such as portfolios, peer assessment, self-assessment started to gain recognition in writing assessment.

### **2.3.3. Affordances of PBA in Teaching and Learning writing**

Portfolio is defined as an assessment scheme that focuses on "encouraging students to collect and store work samples overtime for later evaluation purpose" (Forester & Masters, 1996 cited in Westwood, 2008, p. 75). Similarly, the definitions given by different scholars such as Coffin et. al. (2003); Cunningham (1998) ; Brown and Hudson ( 1998 , p.664) ; Hyland, (2003,p.233 ) also underscored the three generic features of PBA: collection of evidences that attested learning and development, selection of learning evidences for assessment, and reflection on learning experiences.

In teaching writing, PBA has additional affordances that facilitate students' engagement and learning. In line with this idea, Hamp-Lyons and Condon (2000, p. 35) stated that most of the basic characteristics of PBA have made learners the center of learning. Moreover, the PBA scheme is developmental, authentic, and adaptive to diverse teaching and learning contexts. These features also attested the dominant role of learner-centered approach in portfolio based

assessment (Richards & Rehandya, 2002, p.335; Moya & O'Malley, 1994; Astrin, 1993 & Shepard,2000 as cited in Janisch et.al, 2007). A well-thought-out writing portfolio, therefore, encompasses additional affordances that promote meaningful learning.

### **2.3.3.1. Opportunities for out -Of - Class Learning**

PBA has different features that promote out-of-class practicing and independent learning of writing. For one thing, portfolio requires presenting more than one works that show the range of students' effort. Collection of students' works has made PBA distinct from the other traditional forms of assessment. This characteristic has given possibility for learners to show their capability to write in multiple ways. In addition, it also gives teachers opportunity to assess students' capability from multiple perspectives (Hamp-Lyons & Condon, 2000, pp. 32-33). On the other hand, PBA is an open form of assessment that gives students the freedom to show their effort on the basis of their personal choices and interests. In addition, students can also be given the opportunity to select samples from their portfolios for independent assessment. The collection of learning evidences and the selection of samples for assessment have made PBA less teacher-control and more student-directed. One of the merits of PBA is its potential to influence students' effort to meet the required standards of the portfolio protocol. In principle, learning in the context of universities is expected to be self-directed, independent and multi-directional.

### **2.3.3.2.Feedback and Delayed Evaluation**

One of the basic characteristics of a well-designed portfolio assessment is delayed evaluation. In teaching writing, delayed evaluation “promotes revision by providing both time for revision to occur and motivation to revise”, and the very nature of portfolio assessment calls for “a plan for further revision” (Hamp-Lyons & Condon, 2000, p. 34-36). In the same vein, Clark (2003, p.201) states “portfolio assessment takes into account the need for... thoughtful revision overtime”. In line with this idea Hyland, (2003, p.233) stated that the integration of portfolio assessment in ESL writing classes emanates from the incongruence between the assessment of students' writing performance through timed writing tests and the limitations of inexperienced writers to manage the writing activities within constrained writing contexts. Accordingly, timed writing tests are usually done with limited opportunity to choose a topic of the writer's interest

and to revise and redress the writing problems. Portfolio assessment, however, improves the writing context since it gives students an opportunity to consult different sources of information that make the text rich in ideas. Besides, students also get a chance for seeking feedback from different sources (such as teachers and peers) and accommodate the feedbacks before the final assessment.

### **2.3.3.3.Reflection on Learning and self-assessment**

The other important feature of portfolio assessment that promotes learner engagement in revision writing is students' engagement in reflection and self- assessment. Witte (2013, p.34 ) states” revising is a slow , arduous, laborious and complex task in which one must reflect over time on the piece of writing and the changes that might be needed”. In the same way, Barkaoui (2007, p.88) has recognized the importance of reflection in order to develop the students' capability to revise texts effectively. Reflection is the soul of portfolio because portfolio could not be a “static presentation of what a student has done” (Cunningham, 1989, p. 143). All that has made learning student-centered and introspective is reflection. In general, Hamp-Lyons & Condon (2000, p.36) summarizes the importance of reflection and self-assessment as follow: “Portfolio designs usually call for some kind of reflective writing about the portfolio as a whole, or a self-assessment that often involves discussing the process that led to the written products and a plan for further revision”. This condition empowers students' involvement to control their own progress or development as a writer.

### **2.3.3.4.Multiple drafts and Recursive Revision**

Reflective experiences, self-assessment schemes and delayed evaluations promote the production of multiple drafts through recursive revision. In line with this idea, Sze (2002, p.21) states “in the context of multi draft process writing, revision is an integral part of the process”. In conventional assessment, students receive feedback usually from the writing teacher. In addition, the students do not have any sound rational to revisit their work on the basis of the comments given because the marking and grading of the students' work ended beforehand. On the other hand, PBA gives students more opportunity to accommodate the comments given by the teacher or their peers. This will help the students redress the limitations of their work before the final

assessment. This introspection on the given comments is expected to be the most important aspect of learning writing skills because the assessment scheme promotes the use of multiple drafts and recursive revisions through a process that emphasizes “ drafts, revisions and feedback” (Coffin, et. al. 2003, p. 88). The other merit of multiple drafting is its potential to have data that clearly show “the amount of learning and the kinds of learning” by way of tracing students’ development through the recursively produced multiple drafts (Hamp-Lyons & Condon, 2000, p. 37)

#### **2.3.3.5.Holistic View of Learning and Development**

PBA has a capability to entertain diversity by way of promoting multiple ways of getting solutions (Richards & Rehandya, 2002, p. 335; Brown, 2003, p. 13). This important feature emphasizes holistic view of learning. Conventional assessment, however, is reductionist because it lacks integration and wholeness. That is why conventional assessment oversimplifies the complex process of composing and student development as a writer. This reductionist approach reflects in the feedback delivery mode of teachers that follow conventional assessment scheme. As we know, writing teachers that follow reductionist approach usually deliver feedback after fixing grades to students’ writings. Accordingly, the students accustomed to move on the next essay without paying attention of the feedbacks given on their previous writings. This condition, consequently, confined the transfer of learning experiences from one learning context to the other or from one genre to the other on the bases of the given feedback (Hamp-Lyons & Condon, 2000, p. 35). Portfolio assessment, however, promotes holistic view of learning and transfer of experiences from one learning context to the other.

#### **2.3.4. Benefits of Portfolio Based Assessment**

According to Brown and Hudson (1998,) the merits of PBA can be seen from two different perspectives: benefits for students and contributions for teachers (p. 664). Richards and Rehandya ( 2002) , for instance, claimed the potential of PBA to give students opportunity to control their own development (p.335) . Coffin.et. al. (2003), also underscored the authentic nature of the assessment to represent the type of writings students are supposed to experience in real life situations (p. 88). Other researchers such as Heidari, (2011) confirmed the positive wash

back effects of different types of alternative assessments such as oral conferences and portfolios. Others such as Filipo (2003 as cited in Janishch et.al. 2007) confirmed the potential of alternative assessment to get insight about affective dimension of learning, such as students' attitude, motivation, interest and values (p.221). Secondly, portfolio assessment scheme also gives teachers more opportunity to have sufficient data about student learning and progress, and it gives opportunity to assess students learning from diverse perspectives in order to meet the needs of diverse learners (Morehead, Lyman & Foyle, 2009, p. 91; Nation, 2009, p. 140). In the same way, Richards and Rehandya (2002, p. 335) ; Hyland ( 2003, p. 212) explained the potential role of the portfolio assessment to provide information that help teachers reconsider their instructional plans and classroom practices. Rosen,(1999. p.37), mentioned the merits of portfolio on students' conception of themselves as a writer because portfolio encourages students to think and act as a writer by way of promoting characteristics that lead to producing successful pieces.

### **2.3.5. Drawbacks of Portfolio Based Assessment**

Even if Portfolio assessment has the aforementioned advantages to students' learning and development; there are limitations that need attention to implement the assessment tool properly. For instance, Herman and winters (1994 cited in Westwood, 2008, p.75) stated the limitations in PBA to control the contribution of intruders such as parents and other capable bodies. Thus, systematic integration of the assessment schemes is required to minimize the effects of intruders on the reliability of the assessment. Teachers can also make clear the purpose of the assessment beforehand to help students develop independently on the basis of their own unique experiences and world views. Coffin.et. al. (2003) also expressed two important challenges from teachers' and students' perspectives: time considerations and resistance to get engaged in the tough work of compiling and assessing portfolios. Both teachers and students would resist the use of portfolio assessment even if they value the importance for their academic as well as writing development (p. 88).

### **2.3.6. Studies on the Effects of PBA**

PBA is one of the most widely employed and researched assessment schemes in writing classes. Accordingly, different nations tried out PBA by conducting empirical researches. Researches on

the effects of PBA on EFL learners' writing performances have been summarized, but the summary specifically focused on significant and related contributions.

Nezakatgoo (2011) made PBA intervention study on 40 Iranian university students and confirmed the positive effects of PBA on students' writing skills and their final examination scores. Kalra, Sundrarajun and Komintarachat (2017) also made a quasi-experimental study on 56 senior undergraduate university students majoring Business English in an International university in Thailand. The findings of the study revealed the constructive effects of portfolios on Thai university students' writing performance. Similarly, Yurdabakan and Erdogan (2009) conducted a quasi-experimental study on Turkish preparatory school students. PBA contributed to significant changes on students' writing performance, but portfolio assessment was not found to have similar effects on students' reading and listening skills.

Different researches also specifically focused on examining the effects of PBA on writing sub-skills. The findings about writing sub-skills appeared to be consistent with the findings about students' general writing performance. Accordingly, Roohani and Taheri (2015), conducted a study on 44 undergraduate Iranian EFL students at two universities. The participants' age ranged 20-25. The study focused on examining the effects of PBA on EFL students' expository writing ability, and the findings of this study witnessed the positive effects of PBA on students' writing ability. Moreover, PBA constructively influenced writing sub-skills such as focus, support and organization, but it was not found to influence vocabulary and conventions significantly. Additionally, Prastikawati, Sophia and Sodiq (2016) conducted a quasi-experimental study on 62 fourth semester students' of English department, PGRI University of Semarang, Indonesia. The findings clearly revealed the positive effects of portfolio on students writing skills and writing sub-skills-such as content, organization, vocabulary, grammar and mechanics.

Ghoorchaei, Tavakoli and Ansari (2010) also studied the effects of PBA on undergraduates at Isfahan University, Iran. Similarly, Tabatabaei and Assefi (2012) also conducted a study on Iranian EFL learners majoring English teaching. These studies confirmed the constructive effects of PBA on students' overall writing ability (essay writing skills) and writing sub-skills such as focus, elaboration, convention, organization, and vocabulary. In addition, Taki and Heidari

(2011) conducted a study on young Iranian learners (their age ranged between 17 and 25). The study was experimental in design with random assignment of participants. The findings also favored the positive effects of PBA on students' writing skills and writing sub-skills. Obeiah and Bataineh (2016) also studied 10<sup>th</sup> grade students in Jordan, and their findings revealed significant improvement on students' writing performance, and writing sub-skills such as focus, development, organization and content.

As far as the researcher's knowledge is concerned, the following researches have tried to explore the justifications from the perspective of changes in students' psychological orientations. Ezell and Klein (2003), for instance, researched the impact of PBA on grade eight students' Locus of Control orientations and attested the positive impact of PBA to promote students' internal locus of control orientation. Similarly, Shirvan and Golparvar (2016) researched the general English learners' locus of control orientations and came up with findings that supported the positive contribution of PBA to improve students' internal locus of control orientation. Farahiam and Avarzamani (2018) also conducted an experiment on 69 undergraduate students in a city university in Kermanshah, Iran. The findings revealed the contributions of PBA to empower students' metacognition and their writing skills. Khodadady, and Khodabakhshzade, (2012) explored the effects of PBA on 60 freshman undergraduate university students in Tabaran University, Iran. The findings of the study revealed that PBA enhanced students' autonomy and writing ability as well. Hosseini and Ghabanchi (2014) have also researched the effects of PBA on 65 female university students and come up with the results that attested the positive contribution of PBA on EFL students reading ability as well as their motivational orientations towards reading skills.

The other groups of the research that focused on the justification of the improvements in students' writing performance focus on the impact of portfolio to improve the process of writing a text. The following researches have seen the changes in process aspect of learning writing skills while PBA is implemented. Boumediene, Burrahal, and Harji (2016), for instance, explored the contribution of portfolio assessment on the students' writing process. The study was experimental in design and used self-reported data collected through students' questionnaire, and the results of the study revealed that the use of portfolio assessment significantly improved students' behavior to practice process writing: planning, drafting, revising

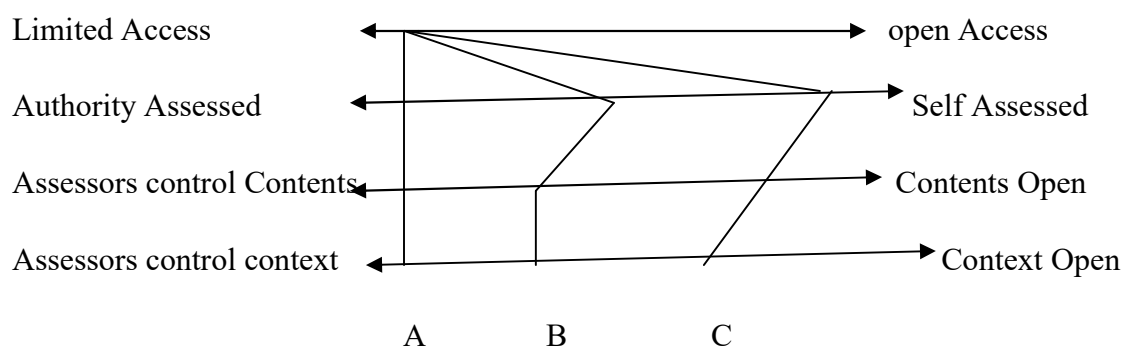
and editing. Similarly, Fahim and Jalili (2013) conducted experimental study on the impact of portfolio based assessment on students' writing performance and editing ability. The findings have shown positive contribution of PBA on the general editing ability of students in experimental group.

### **2.3.7. The Portfolio Assessment Model**

The portfolio assessment model employed in this research was the “Classroom portfolios” model that could possibly be adapted to the context and objectives of learning. There are four essential features that determine the nature of the esteemed portfolio. The first feature answers the question “who is going to compile the portfolio?”. There is a possibility to have a continuum between open access and limited access. Here, in the case of classroom Portfolio, the access by default is limited because only students in the classroom are eligible to compile the portfolio. The second one is assessing, which determines the degree of control over the assessment. It ranges from complete assessment by authority or teacher and self-assessment by the students. The third dimension is control over the contents of portfolio. It also ranges from teacher's control of contents to students' free choice. Finally, the contexts of portfolio compilation can also be under the control of the authority in which students compile from classroom writings. On the other hand, students can incorporate writings that have not been practiced in class (Hamplyons-Condén, 2000, p. 150-153).

Having made clear decisions in all the four dimensions, the teacher or the researcher can make portfolio assessment responsive to the local needs. As we can see in figure 2.2, there are three possible designs of the classroom portfolio. The first scheme, that is to mean “A”, has shown the teachers' overall control of the nature, contents and context of portfolios. The second scheme or “B” has shown the midway between total control of the teacher and complete freedom to the student. In this case the teacher has a responsibility to specify the nature and content of portfolio but students have reasonable freedom to manage the portfolio compilation on their own choice. The third portfolio compilation scheme has given students more freedom to compile and submit their portfolios without the interference of the classroom teacher.

**Fig. 2.2. Illustration of the Portfolio Assessment Model**



### 2.3.8. The Portfolio Protocol

PBA is an open form of assessment that needs clear implementation protocol. The protocol has shown the nature and type of portfolio employed in the study. The protocol plays a pivotal role to maximize the feasibility of the assessment and the replicability of the study in other contexts. In general the portfolio protocol focuses on two important issues: the purposes and general scheme of the portfolio compilation.

*Communicative English Skills II* is a course in which writing skills is mainly taught integrated with other language skills. The course, therefore, emphasizes writing skills because there are different activities that promote students writing skills (such as writing notes, summaries, paragraphs, and essays) As portfolio assessment was employed to check changes in students' writing performance, the researcher identified all writing activities in the module . Based on the nature of activities and unit and course objectives the purpose of portfolio compilation was fixed.

The course was planned to acquaint students with the basics of academic and non academic writings. Accordingly, the purpose of portfolio compilation was synchronized with the expected course objectives stated in the course guide book – to enhance students' writing and reporting skills and to develop students' writing abilities in different areas. Thus, the purposes of the portfolio compilation are:

- *to assess students' progress in written communication skills*
- *to increase student use of strategies that boost the quality of their writings in academic and non academic contexts*

- *to encourage first year university students' development as a writer*

Additionally, the portfolio compilation scheme chosen for this research was a balanced one that possibly gives the teacher a role to set the assessment scene, to select the number and types of activities, to prepare the self- and peer- assessment rubrics, to make clear the students' responsibility, and the assessment procedures as well as the weight of the portfolio. In addition, students were given a uniform scheme to organize the portfolio, but they were also given the freedom of making recursive revision, compiling the drafts, making reflections and doing optional writing activities. Students were also given cues that motivate them write paragraphs and essays for different purposes. (for the details of the Portfolio Assessment scheme , refer to Appendix 3)

#### **2.4. Rationales for the Choice of Variables**

Experimental verifications need strong theoretical and empirical connection between and among variables. In other words, the proposed research questions were not made without preconceived inter connection between and among variables. Herein, the rationales that have made the experimentation of PBA and the chosen variables viable are presented as follow.

For one thing, there are empirical researches that claim positive writing outcome as a result of implementing PBA in writing classes. Some of these works are Yurdabakan and Erdogan (2009), Ghoorchaei, Tavakoli and Ansari (2010), Nezakatgoo (2011) Huang (2012), Kalra, Sundrarajun and Komintarachat (2017), Roohani and Taheri (2015), Obeiah and Bataineh,( 2015), Ghoorchaei, Tavakoli and Ansari, (2010), and Prastikawati, Sophia and Sodiq, (2016). Similarly, deep conception of learning in general and deep conception of writing in particular are expected to have positive effects on the outcome of learning (Purdie, & Hattie, 2002; Ramsdon, 1992; Marton,1981 as cited in Duarte,2007; Dart et.al., 2000, p. 263; Burnett, et.al. 2003, p. 54)

Secondly, as we can understand from the works of Lavelle, (2007), Lavelle and Zuercher (1999 ) deep conception of writing among college writers is manifested in two distinct approaches to writing: elaborative approach and reflective- revision approach. Elaborative approach, as the name indicates, refers to the use of writing approaches that promote elaboration. As writing is a creative endeavor, it needs the capability of the writer to elaborate ideas, to use strategies that

make the text rich in content and organization. In the same way, reflective- revisionist approach is a manifestation of deep writing approach. As the name indicates, the approach is an amalgamation of reflection and revision. Reflection needs the skill to see strengths, limitations and areas that need improvement. Reflection is an essential element that promotes learning. Similarly, revision is seen as the hallmark of good writing. The secret of effective writing is the writers' passion and commitments to recursively revise his or her writings. .

Thirdly, the basic features of portfolio assessment, collection, revision, selection and reflection, have direct link with the basic features of deep conception of writing: reflective-revision and elaborative approaches to writing. Hamp-Lyons and Condon (2000) stated that portfolio assessment has nine distinct features. Of these, reflection is one of the three basic features. Rosen (1999) claimed revision as part of the basic features of portfolio based assessment because portfolios encourage delayed evaluation that gives opportunity for recursive and ongoing revision. Rosen (1999) strengthens this idea, “the heart of the portfolio process- its most fundamental strength – lies in the opportunity for revision” (p.38). In addition, portfolio assessment has features that encourage students' engagement in detailed writing such as collection of different evidences that show progress and the range of activities that give opportunity for worthwhile writings.

The variables selected have expected theoretical relationship, but as far as the researcher's reading is concerned, there has not yet been empirical researches that prove or disprove the interconnection between portfolio assessment and its role to promote deep conception of learning.

## **2.5. Theoretical Framework**

The theoretical basis of the current study emanates from three different models: constructivists conceptions of learning, the 3P- Model of Learning by Biggs and Moore (1993) and the Process Writing Model (Flower & Hayes 1981, p. 370). The salient features of the models will have been summarized before the introduction of the conceptual framework of the study.

### 2.5.1. Constructivist Learning Theory

Constructivism movement, originally, is not confined to learning theory rather it is a school of thought having far reaching effects in different areas. The constructivists view, in the context of education or learning is an epistemological and ontological shift from the preceding learning theory- behaviorism. The essences of constructivism are presented as follow. Firstly, reality is not objective rather it is idiosyncratic or subjective interpretation of the individuals shaped by their prior knowledge, understanding and experiences. Secondly, scientific knowledge is constructed by the human mind; it is not discovered from the external world. Thirdly, the center of learning is the learner. However, radical constructivists consider, learning as “individual matter” , but social constructivists considered learning as a” social process” where individuals engaged in active and interactive process within a specific social and cultural context ( Pritchard & Wollard, 2010, pp. 5-19). On the basis of these premises, constructivists view of learning has become the main theoretical underpinning of student centered approach (Westwood, 2008, p. 4; Barraket, 2005 cited in Burner, 2014)

According to Hamp-Lyons and Condon (2000, p. 35) most of the basic characteristics of portfolio assessment have made learners the center of learning. Moreover, the portfolio based assessment scheme is developmental, authentic, and adaptive to diverse learners and teaching-learning contexts. These features also attested the dominant role of learner centered approach in portfolio based assessment (Richards & Rehandya, 2002, p.335; Moya & O’Malley, 1994; Astrin ,1993& Shepard,2000 cited in Janisch et.al, 2007).

Learning writing by its very nature entails students’ active and consistent engagement in doing writing. The ardent job of writing also needs ones assertiveness to face all the challenges of the writing process. Additionally, writing entails perceiving oneself as a writer and personalized learning opportunities to practice crafting ideas and employing ones life experience as a reservoir of ones creative endeavor. Accordingly, the affordances of PBA, *out of class practicing, feedback and delayed evaluation, self assessment and reflection on learning experiences, multiple drafts and recursive revision, and holistic view of learning and development* , offer learners more opportunity to practice writing and go through all the necessary writing processes. In general, PBA largely promotes doing more writing by fostering process writing.

According to Graham and Harris (1994, p. 275), process writing is usually considered as an aspect of fostering constructivist conceptions of teaching and learning.

In short, constructivist conceptions of teaching and learning has been chosen as a theoretical backup of this research because the affordances of PBA have lots of parallel with the theoretical underpinning of constructivist conceptions of teaching and learning. Thus, PBA is found to foster learner-centered, learning-by doing and reflective learning pedagogy. Additionally, PBA fosters personalized learning tailored to ones background knowledge and learning experiences, and it fosters multiple ways of getting opportunity to learning and development.

### **2.5.2. The 3P- Model of Learning : Biggs and Moore ( 1993)**

The 3p model of learning has shown the interconnection of three important elements in the teaching and learning process: presage, process and product factors. The presage factor incorporates students' characteristics (such as conception of learning, motivation, prior knowledge and abilities) and context of teaching ( such as curriculum, method assessment and climate). The process factors also refer to approaches to a learning task - both general and specific task. Finally, the product factor refers to the quality of learning such as qualitative , quantitative , affective . In this model, two sided arrows were used to indicate the bilateral influence of the three variables. Thus, changes in anyone of the elements of the model possibly influence the other element of the model.

Accordingly, PBA is a type of alternative assessment scheme with distinct features that potentially change the cues and affordances of the teaching and learning environment. A change in the assessment scheme is believed to change the nature of the learning environment in EFL writing classes. The change in the learning environment as a result of PBA is also expected to influence the students' conceptions and approaches to writing and their writing performance as well. Thus, the 3P model of learning by Biggs and Moore (1993), has been chosen as a pertinent theoretical model to illustrate the observed changes on students' conceptions and approaches to writing and their writing outcome.

### **2.5.3. The Process Writing Model (Flower and Hayes 1981, p. 370)**

The process writing model of Flower and Hayes (1981, p.370) is a combination of the three essential elements in the process of producing a written text: writer's long term memory, the task environment, and the writing process. In cognitive process theory of writing, the composing process also consists of three interconnected and interactive elements: planning, translating and reviewing. The planning stage mainly comprises of three important elements: goal setting , generating ideas and organizing ideas. This is the stage that needs writers' engagement to manage the cognitive skill of creating ideas. The translating stage has come after writers generate and organize ideas during the planning stage. The translation phase, a stage presenting ideas on the paper, encompasses all the demands of putting ideas into visible language. After translating, reviewing or revising stage has come on the spot. In cognitive process theory of writing, the writing process is seen as a complex set of activities which cannot be clearly explained in hierarchical order. The process of composing is not linear rather it is a flexible and recursive process.

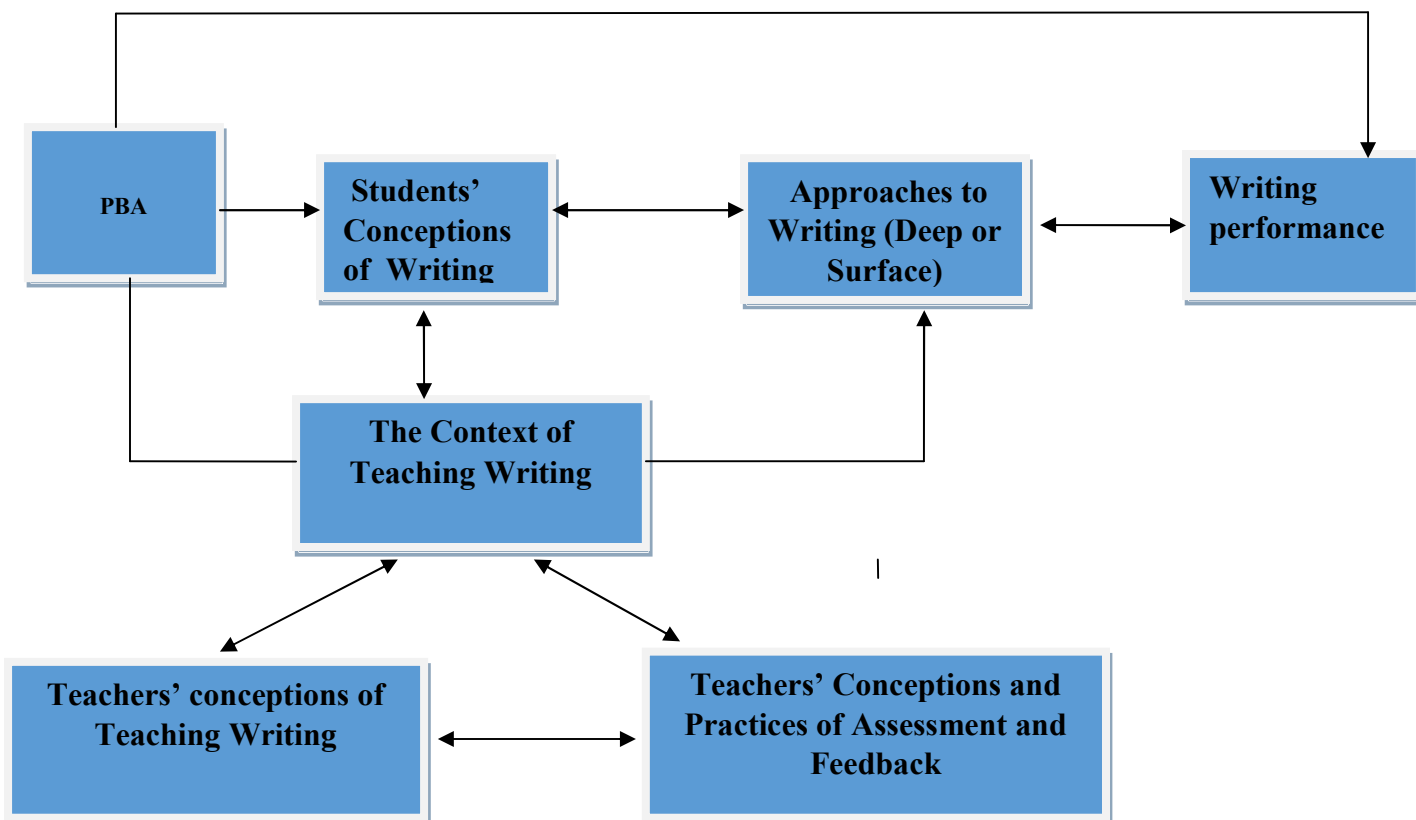
PBA appeared to promote process- base writing because PBA compilation involves keeping different drafts that have been produced before the final version of the paragraphs and essays. Additionally, PBA promotes rewriting and consistent revision as the essence of a writing endeavor. PBA encourages students to practice writing consistently and to reflect on their writings and reproduce a better version of the text. Accordingly, process writing model of Flower and Hayes (1981, p.370) was chosen as a valuable theoretical base of effects of PBA on students' conceptions' approaches to writing and their writing outcome.

### **2.6. Conceptual Framework of the study**

On the basis of the ideas in the theoretical framework of the study, a conceptual framework that depicts the patterns of relationships among the chosen variables was developed. The framework consists of the following key variables: PBA, conceptions of writing, approaches to writing, writing performance and the context of teaching writing which accommodates teachers' conceptions of teaching and their assessment and feedback practices. Preferred variables were chosen on the basis of the following rationales. Firstly, the main concern of this research is exploring the effects of PBA on EFL students' conceptions and approaches to writing.

Accordingly, the model can easily show the dynamics of the research variables in the actual teaching and learning context. Secondly, the amalgamation of the models has made the conceptual framework comprehensive enough to incorporate all the variables of the research interest.

**Fig.2.3. Conceptual Framework of the Study**



The graphic representation (Fig.2.3) has shown the expected relationships among the variables of the current study. Thus, PBA is the intervention that has been employed in the research context. This assessment scheme has several unique features that have made it different from the usual or conventional way of assessing students' learning and development in EFL writing classes. Accordingly, PBA instigates out-of class practicing, self-assessment, peer-assessment, recursive revision, collaboration with friends and holistic view of learning and development. All this have made changes in the cues and afordances of the teaching context. A change in the context of teaching writing is also expected to motivate changes in the students' conceptions of writing and their approaches to writing.

Additionally, bidirectional arrows have shown the interconnection among the three variables: conceptions of writing, approaches to writing and writing performance. A change in any one of the three factors undoubtedly instigates a change in the others. The figure has also shown the possibility of a direct relationship between PBA and performance of writing instigated by other confounding and intervening variables. Finally, the figure depicts the relationship between the contexts of teaching with the other variables: conceptions of teaching and assessment practices. Conceptions of teaching and assessment practices have stronger leverage to change the nature of the teaching context, and they have also bidirectional relationships as assessment influences teaching practices and vice versa.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.0.Introduction

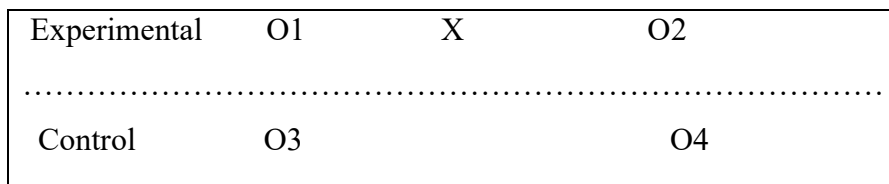
This chapter mainly depicts descriptions of the research paradigm, the research design, the data collection and analysis schemes of the study. In addition, the nature of the research context, the participants, the intervention and the experimental procedures are clearly explained in this chapter.

#### 3.1.Design of the Research

The design of this study was a pre/post-test quasi-experimental design where both quantitative and qualitative data were used in order to investigate the complex processes of writing. The qualitative data, however, played a subservient role to complement the quantitative data. The pre/post-test control group research design was chosen for this research on the basis of the following rationales. Firstly, some researchers such as Singh (2006, p.134) supported the use of experimental design when the object of the research is nonexistent in the study area. As we have seen, in section 1.2 (statement of the problem), PBA is not used in the research site. Secondly, educational intervention studies have been done to look for solutions that alleviate the real problems in the classroom. Using intact groups for experimental design, therefore, is expected to predict the feasibility of the intervention in the real classroom situation (Bekele, 2011, p.73). In addition, pre- and post- test control group design is preferable to establish strong causal relationships by way of minimizing threats to internal validity than the other single group experimental designs.

The scheme of the pre/post-test experimental procedure is presented as follow. To make the procedure easy to understand the symbols of Campbell and Stanley (1963, as cited in Cohen, Manion, Morrison, 2000, p.212) were employed. Accordingly, the broken lines that separate the two rows have shown the none-equivalency of the groups, and “x” represents the exposure of the group to the variable (intervention), and “O” refers to the observation or tests before and after the intervention in both the experimental and control groups.

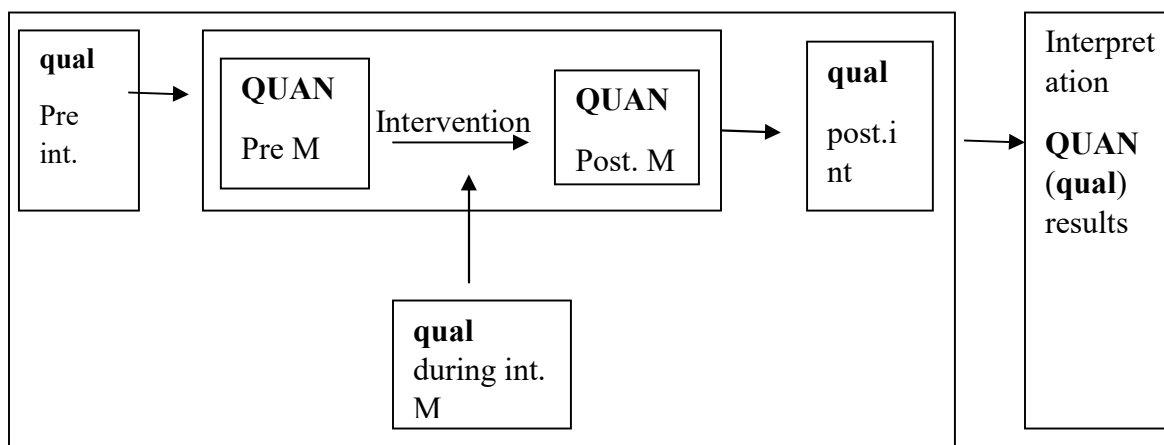
**Fig.3.1. The scheme of the pre/ posttest experimental procedure**



- **The Embedded Experimental Model**

According to Creswell (2009, p.197), an embedded model can be used in experimental study with the premises of probing the phenomenon from different angles. Hence, the quantitative data are expected to play predominant role to answer questions about the effects of the intervention. The qualitative data, however, have been used to study “the processes experienced by the participants in the treatment group”. As we have already seen, the design of the study in general was a pre-test and post-test control group quasi-experimental design with embedded model. Both quantitative and qualitative data were employed to answer questions about effects of PBA on conceptions and approaches to writing. This design was preferred on the basis of the following rationales. Firstly, studying teachers’ and students’ conceptions of writing entails in-depth exploration of the participants’ interpretation of reality. For that reason, qualitative data with narrative experiences are expected to show the participants’ perceived realities of the phenomenon. Additionally, this approach makes the study rich in context based data. More importantly, the possible flaws of quantitative design can be bridged by incorporating qualitative data that supplement the quantitative data, and the design plays key role to cross check or triangulate the collected data during and after the intervention. Generally, as you can see in Fig 3.2, the quantitative data was considered to be the matrix of the design, but the qualitative data was embedded within the broader framework of the quantitative design. The block letters (QUAN ) have shown the matrix element of the design and the small letters (qual) have shown the embedded element of the design.

**Fig.3.2 The embedded experimental design data collection and analysis procedures**



Source: Creswell and Plano-Clark (2007, 49)

**qual pre int. : qualitative data pre intervention**

The pre-intervention interviews were planned to collect base line data about EFL students’ conceptions of writing and teachers’ conceptions and approaches to teaching writing. (The data were collected to understand the broader teaching context)

**QUAN Pre M: Quantitative Pre intervention measure**

The pre-intervention quantitative measures were taken to collect quantitative data from teachers’ and students’ through Pre-intervention Questionnaire Scales and Writing Tests. The questionnaires were designed both for EFL teachers and students. The questionnaires for teachers and students were Teachers’ Conceptions of Teaching Writing Scale and Inventory of Processes in College Composition respectively.

**Intervention**

In this study, the intervention was using portfolio as an assessment tool in order to investigate its’ effect on students’ conceptions and approach to writing as well as their writing performance.

**qual. during: qualitative during intervention measures**

The qualitative data gathering tools such as experimenter’s and students’ reflective diaries were employed to examine the changes in writing beliefs and practices among the students’ in EG.

### **QUAN Post M: Quantitative Post intervention measure**

Post intervention Students' Questionnaire Scale (Inventory of Processes in College Composition) and Writing Performance Tests were employed after the completion of the intervention.

### **qual post int. : qualitative data post intervention**

Post intervention interview was planned to collect data about students' conceptions of writing and the students in EG views of PBA.

### **Interpretation QUAN qual results**

The quantitative and the qualitative data were collected independently even if there were some open ended questions presented in the scales. Thus, the merging of the two methods was made mainly for the purpose of triangulation as well as interpretation of findings.

### **3.2. Research Paradigm**

A research approach that goes in line with the premises of the pragmatists' school of thought -the mixed methods research approach- was employed. The approach was chosen on the basis of sound rationales. Firstly, pragmatic approach is considered a preferred approach to observe changes in complex notions such as conceptions and approaches to writing. Even if the quantitative data have key roles in an embedded experimental design, they have also limitations that should be bridge by using qualitative data. Conceptions could best be studied by using phenomenographic approach because what matters most is not the reality but how participants' perceived the reality. Consequently, thorough analysis of narrative experiences, we would bring facts that we might not get through statistical analysis. Secondly, pragmatism is adaptive and preferable to address practical and real-world problems. In addition, a mixed method is a preferred scheme to find solutions for complex social phenomenon, and it helps to widen the scope and breadth of a social science research (Greene, Caracelli and Graham cited in Dornyei, 2007 p.150). Similarly, Hyland (2003, p.262) supported the combination of other research methods with the experimental methods because the results in experimental design need further verification with other methods. This is for the reason that classroom experiments could not completely be free from limitations attributed to keeping all the variables in both groups constant.

### **3.3. The Treatment**

The treatment in this quasi- experimental design was using PBA as an assessment scheme. In Ethiopian Higher Learning Institutes (HLIs), PBA was not a commonly practiced assessment scheme in EFL writing classes, so the experimenter did not have prior experiences of using PBA. The experimenter, therefore, was given training about the theoretical foundations of PBA, the features or characteristics of PBA, the affordances of PBA in EFL writing classes, assessment of students' portfolio and the possible implementation challenges of the assessment. The implementation of PBA was directed and controlled by the portfolio protocol. The protocol made the implementation feasible in accordance of the time given to complete the course. Though the activities chosen were the same, PBA required learners to engage in out-of class, independent, and self-directed learning and practicing of writing.

PBA is a type of alternative assessment scheme having multifaceted characteristics. The students in the EG were assessed by the compiled works of portfolios. The students participated in keeping evidences that showed their independent and out-of-class effort. In their effort to learn writing, students sought help from different sources such as the experimenter, their classmates and other capable personalities. The students were given the chance to revisit earlier writings before they submit their portfolios for assessment. This experience was considered as delayed evaluation and opportunity to accomodate comments given by the teacher before the final assessment. Students were also practicing recursive revision with self- and peer- assessment rubrics. The students also kept their draft writings as part of the PBA because draft writings evidenced the student's effort to improve their writings. Students were given reflection prompts to reflect on significant experiences of learning to write. Accordingly, they made reflections on their experiences of writing summaries, conclusions, paragraphs and essays. Additionally students made general reflection about portfolio writing experiences. Students in EG were also given the chance to have optimal writing activities. These activities focused on the supplementary activities given in the teaching material which were not chosen as compulsory activities and complementary activities specified in the portfolio protocol to maximize students' writing opportunities (such as hobbies, interests, role models and the like).

All the aforementioned cues and affordances of PBA were not fostered in the assessment schemes of the students in the CG. The students in the CG, however, were assessed by timed-writings, home-take individual and group assignments, and direct writing tests. In spite of these distinctions, the students in the CG were also given the chance to learn and do all compulsory activities. The students in both groups were given the opportunity to learn writing in-class in the same way. Accordingly, both groups were given similar lesson on how to write conclusions, summaries, paragraphs and essays.

The experimenter was not enforced to use any different teaching scheme for students in the EG. Hence, students in the CG were also taught about the writing process such as drafting, revising editing and proof reading. In other words, students in both groups were given the same type of orientation on how to manage writing. However, the classroom time was not found enough to manage all writing activities in class. Accordingly, some writing activities that deliberately repeated in the teaching material were managed by individual and group assignments in the CG. As these activities aimed to maximize the students' writing opportunity, students' in EG were given the activities as part of the PBA scheme.

Generally, the treatment was started at the beginning of the course and stayed till the end of the course. Unlike intervention studies on instructional strategies, studies on assessment schemes appeared to be less susceptible to contrived teaching. The experimenter, therefore, did not have any restriction to follow specific teaching strategies to teach students in the CG. However, he did not require the students' to go through the process of compiling work samples and submit for final assessment. Accordingly, teaching both groups by using the same teacher might not have any significant effect on the internal validity of the study. Additionally, diffusion of the treatment to the control group appeared to have very less effect on the outcomes of the study because the students' would not get actively involved in doing the activities if they did not get immediate reward.

### **3.3.1. The Nature of PBA**

PBA is an open form of assessment that can be done in different ways. Thus, to minimize discrepancies and to maximize the replicability of the research, it is essential to operationalize the design of PBA by introducing a portfolio protocol. This protocol could have its own role to make the intervention responsive to the intended purpose. The basic premises of designing portfolios are presented as follow. Firstly, PBA is tuned with the course objectives and the contents of the course outlines. The portfolio activities, therefore, are designed to give students more opportunities to meet the preset course goals and unit objectives. Secondly, PBA is designed in order to have both compulsory and optional activities. Compulsory activities are teacher-directed activities, but optional writing activities are student-controlled. Thirdly, students seek feedback from diverse sources and recursively revise the texts and write reflection on the base of their writing experiences. Students are expected to showcase their level of progress to meet the course goals by selecting texts for final assessment. In addition, the students are given orientations to reflect on their writing experiences: what they expect to learn before, what they have learnt from the writing experience, how they completed the activity and what they want to improve in their future endeavor. Finally, students are expected to write unit reflections at the end of different units based on the given reflection prompts.

### **3.3.2. The Nature of Writing Instruction**

The nature of writing instruction both in Experimental Group (EG) and Control Group (CG) was considered to be the same because the instruction in both groups was delivered by using the same teaching material, the module centrally designed by the Ministry of Education. From the teaching material, similar activities were chosen to teach writing skills to students in both groups. Additionally, no specific teaching method was intended to be used in any one of the groups. For that reason, the experimenter had the freedom to use appropriate teaching methods. Even if the writing instruction was considered the same in both groups, there might be variations instigated by the change in the assessment schems. Changing the assessment modes potentially changes the dynamics of the teaching context. According to Ramsdon (1992, p. 62), assessment is an element of the teaching context that potentially influence the nature of the students' learning.

In short, except the changes in the nature of the writing instruction as a result of the assessment scheme, the teaching material and the writing tasks employed in both groups were the same. Thus, the distinctions between the EG and CG were the detailed features of PBA. Accordingly, the classroom assessment in EG was delayed till the end of the semester. This gave students in EG opportunity to have recursive revisions by way of seeking feedback from different sources. Students were also required to produce different writings by way of practicing writing independently. Learning writing was considered holistic because students were given the freedom to write on topics of their own interest and present their writing for assessment. Additionally, students in EG were given rubrics to make self-assessment, and reflection prompts to reflect on their experiences of learning to write.

Students' in the CG, however, have been learned and assessed in the customary way. They were given the same opportunity as the students in EG to do all compulsory writing activities chosen from the teaching material. As we have already seen in the portfolio assessment protocol, the compulsory writing activities were the same in both groups. These compulsory activities are of two types. The first types of activities were writing activities designed to reinforce other language skills and knowledge (such as reading, speaking and grammar). The second types of activities were activities basically designed to teach writing as a skill, and these types of activities were given a separate section in each and every unit. Both types of activities focus on writing conclusions, summaries, paragraphs, essays and reports.

Writing skills by and large were taught in both groups in the same way. For that reason, students in the CG were given opportunities to write conclusions, summaries, paragraphs and essays in accordance of the nature of the activities. Sometimes the activity invited students to write a short conclusion in class. Thus, students were given opportunities to write the conclusion in class and work together with their class mates. In another occasion, it invites students to write three paragraphs. In this case, home take assignments were given individually and sometimes in group.

Home-take assignments were employed as a mechanism to provide students in the CG equal opportunity to work on the compulsory writing activities. Additionally, they also made the teaching of writing skills manageable within the time given to complete the course.

### **3.4. Research Setting**

The research was conducted at Wollo University, which is one of the thirteen universities established in Ethiopia in 1999 E.C. The university has two campuses: Dessie (Main) Campus, and Kombolcha campus. The campuses are located at Dessie and Kombolcha that are 401 KMs and 378 KMs away from the capital city, Addis Ababa, respectively. The research setting was chosen on the basis of the following rationales. Firstly, it was easy to seek institutional collaboration from Wollo University. When a study lasts for months, there might be other institutional challenges that jeopardize the successful undertaking of the study. Secondly, the subjects were not studied previously.

### **3.5. Participants of the study**

#### **3.5.1. Teachers**

From a total of 25 EFL teachers working at Wollo University, Dessie campus, one teacher was chosen purposively as experimenter on the basis of his specialization, and teaching experiences. Additionally, 21 teachers having experiences of teaching first year students were taken as available samples to fill the teacher's questionnaire. However, 16 EFL teachers including the experimenter were chosen purposively to collect qualitative data for the phenomenographic analysis of teachers' conceptions of teaching writing. The selection of teachers for interview was made on the basis of the researcher's expectation to obtain information about the overall features of the research agenda. Thus, the researcher considered teachers' qualification, teaching experience, specialization, and gender as a parameter to select participants. The number of participants was made 16 because 15 to 20 participants were recommended as a bench-mark for a phenomenographic study (Trigwell, 2000 cited in Khan, 2014, p.39).

**Table 3.1. A summary of the characteristics of the participants**

Teachers	Gender	ELT experience	Degree
T1	M	> 20 years	PhD
T2	M	7 years	MA
T3	F	8 years	MA
T4	M	>20 years	MA and doctoral courses
T5	M	>12 years	MA and doctoral courses
T6	M	> 18 years	MA and doctoral courses
T7	M	> 15 years	MA and doctoral courses
T8	M	>15 years	MA and doctoral courses
T9	M	>10	MA
T10	M	>8 years	MA
T11	M	2 years	MA
T12	M	15 years	MA and Doctoral Courses
T13	M	6 years	MA
T14	M	10 years	PhD
T15	M	12 years	PhD
T16	M	10 years	MA

### **3.5.2. Students**

The participants of the study were 60 first year undergraduate students enrolled for the course “Communicative English Skills II” in the College of Natural Science at Wollo University, Dessie Campus, Ethiopia. The College of Natural Science was chosen purposively considering the practical implications of the findings for a large number of target groups. As the Ministry of Education (MoE) (2018, p.53) confirmed, in Ethiopian high schools the students in natural science stream outnumbered the students in social science stream, and as a policy nearly 70% of the students are prepared to join natural science stream. The participants’ age ranged from 18 to 24. There were 17 sections of students in Natural Science stream in 2014 E.C academic year. Totally, 9 teachers were assigned by the department to offer the course communicative English

Skills to students in the Natural Science stream. From the nine teachers assigned by the department, the experimenter was chosen purposively on the basis of his specialization (MA in TEFL), teaching experience, academic merits and willingness to participate in the study. The experimenter was assigned to teach two different classes. These two classes were taken as available samples because the students had already been assigned into different sections by the registrar office randomly. Two sections were assigned as experimental and control groups randomly by simple lottery method. From the two intact groups having 46 and 48 students in experimental and control groups respectively, totally 60 participants (30 students from each group) were selected randomly by using simple random sampling applet. Students were listed out in their alphabetical order and numbers were given to each member. After that, the online random selection application was used to choose 30 (the sample size) by feeding the population size in each group.

### **3.6. Threats to internal and external validity**

The relative effectiveness of a quasi- experimental design can depend on the researcher's careful planning to control the effects of extraneous variables to meet the internal and external validity of the research. As different researchers (such as Cohen, et.al. 2000, p.105) confirm, we cannot totally avoid threats to internal and external validity. Hence, our effort should be reducing their adverse effects on the results of the study by way of taking possible measures beforehand. Accordingly, participants' characteristics, teaching materials, writing tasks and activities and the teacher factors were expected to have potential impact on the internal validity of the research .To reduce the effects of the aforementioned variables, appropriate strategies were employed.

Firstly, the participants, first year students in Natural Science stream, were assigned in different groups by the registrar office randomly without any preset criteria. Accordingly, the student characteristics were not expected to be a factor to influence validity of the results. Secondly, the teaching material employed in both groups was a module designed by the MoE to teach the course, Communicative English Skills II. Thus, teaching material was not expected to have significant impact on the validity of the research. Thirdly, teaching tasks and activities could be potential attributes of validity, but all writing tasks and activities were taken from the module. Particularly, compulsory writing activities were the same in both groups, but students in EG were

informed to manage optional activities as part of their out-of class endeavor. Finally, the teacher factor could be an attribute that might have impact on the validity of the findings because different attributes of the teacher (such as experience, affect to writing, commitment, teaching style, and motivation) could possibly make distinctions on the results. In consequence, to avoid all these discrepancies, the same teacher was employed to teach both groups. Even if using the same teacher in both groups (control and experimental) had its own limitations that the researcher could not control completely.

### **3.7. The experimental procedures**

The major elements of the experimental procedures are presented as follow.

Firstly, experimenter was chosen purposively on the basis of his cooperation, professional integrity and experience in teaching writing skills in higher learning institutes. In addition, the experimenter was interviewed to gather qualitative data about teacher's conceptions of writing and practice of PBA. Following that, the two sections were assigned as experimental and control group randomly by simple lottery method.

Secondly, the experimenter was provided with a copy of the training manual to read and understand the basic features of the assessment scheme and to have opportunities for effective discussion during the training. On the basis of the training manual, the experimenter was given a short training that helped him practice PBA effectively in EFL classes. After the experimenter had read the material and identified difficulty areas, the researcher gave the training on the characteristics of PBA, and instructor's and students' expectations in the course of keeping portfolios.

Thirdly, 60 students were chosen randomly from a total of 46 students in EG and 48 students in CG. Thus, 36 Male students and 24 female students were participants of the study. Then, baseline data or pre-intervention data were collected using, writing tests, and Inventory of Processes in College Composition (IPICC) scales. On the basis of the pre intervention writing test results, it was planned to categorize students into different ability groups, but the students' writing test results were found to be low. Thus, five students from each group (the EG and the

CG) were selected randomly from each group and interviewed about their writing beliefs and their approaches to writing.

Fourthly, the experimenter required students in the experimental group to compile their portfolios on the basis of the portfolio protocol, which was a method to align course goals and students' freedom to collect items. The focus of the study was on assessment, so the instructional delivery mode was expected to be similar, theoretically. However, there were changes in instructional delivery mode instigated by changes in assessment modes because assessment is inseparable from instruction in practice. While the intervention was going on participants (experimenter and students) were engaged in keeping reflections of significant experiences of teaching and learning,

Finally, post intervention data were collected at the end of the experimentation by using both qualitative and quantitative data gathering tools.

### **3.8. Data Collection Instruments**

Questionnaire and writing tests were used as instruments to collect quantitative data. On the other hand, qualitative data were collected through in depth interviews and reflective diaries .

#### **3.8.1. Quantitative Data Gathering Instruments**

##### **3.8.1.1. Questionnaires**

Questionnaires were designed both for EFL teachers' and first year undergraduate students in order to collect pertinent data about the participants' beliefs, notion, and practices of teaching and learning writing skills.

##### **3.8.1.1. 1. Teachers' Questionnaire**

Teachers' questionnaire was designed to collect data that gave evidences about the context of teaching and learning writing skills. The items were constructed based on the ideas taken from the literature and other related works (such as Devlin, 2006; Qi , 2022) . The teacher plays a very significant role to influence the context of teaching and learning that potentially influences the students' preference of conceptions and approaches to writing. Accordingly, a conception of teaching writing scale was designed to study the teachers' tendency to promote either

constructivists or traditional conceptions of teaching. Thus, totally 27 items were designed to examine teachers' tendencies to traditional or constructivists conceptions of teaching writing. In the same way, 10 items were designed to examine the teachers' inclination to traditional or constructivists' conceptions of writing assessment. Finally, 22 items were designed to examine the teachers' focus while delivering written feedback. Teachers' feedback inclination either to surface or deep revision concerns is considered to be an important source of cues or affordances of learning to write in the teaching context.

#### **3.8.1.1.2. Students' Conceptions of Writing Scale**

Lavelle's Inventory of Processes in College Composition (IPICC) Scale was employed to collect data about EFL students' conceptions and approaches to writing. The scale, namely Inventory of Processes in College Composition (IPICC) scale of Lavelle (1993), originally consisted of 72 items. However, Lavelle (2007) consisted of 70 items, but five items were repeatedly used in related constructs. The items were broadly categorized in to two approaches: surface and deep approaches. The surface conceptions were further categorized in to three distinct subscales: Low self-efficacy, Spontaneous- Impulsive and Procedural conceptions of writing. Deep conceptions, on the other hand, were also categorized in to two subscales: Elaborative conceptions and Reflective- Revisionist conceptions of writing.

Considering the Ethiopian university students' background and the contextual constraints that influenced the validity of the items, the researcher made some modifications of the scale. Most of the items were adopted and some of the items were reworded in order to minimize conceptual difficulty of the items. However, the modification was made without altering the essence of the original items. The modification partly was made by the researcher to reduce potential misinterpretation of the items. Moreover, after the pilot study, the researcher had thoroughly observed students' responses to the scale and identified words, phrases and sentences repeatedly circled, underlined and left without responses as clues to make further modifications. To illustrate the modification with examples, the original item which says, "*Revision is making minor alterations – just touching things up and rewording.*" was modified as "*Revision is making minor changes – just touching things up and rewording.*". In addition, the item which originally says "*I try to entertain, inform or impress my audience*" was modified into "*I try to meet*

*different purposes through my writing such as entertaining, informing and impressing my audience”.*

The scale was designed in a way that respondents showed their level of agreement or disagreement in a five point Likert scale. This format was preferred on the basis of two rationales. Firstly, the respondents could get enough options that revealed the level of their agreement, disagreement and undecided opinion. Accordingly, for any one of the positive item , 5 points were given for “strongly agree”; 4 points for “Agree” and 3 points for “undecided “ 2 points for disagree and 1 point for “strongly disagree”. For negative items, items that had been worded against the essence of the given factor/s , the coding of the likert scale was made in a reverse order: 1 point for strongly agree , 2 points for agree , 3 points, for undecided,4 points for disagree and 5 points for strongly disagree.

### **3.8.1.2. Writing Performance Tests**

Writing performance tests were employed to examine the effects of the intervention on students’ skills to write in English. Hence, the writing tests were designed on the basis of the following rationales. Firstly, writing tests should directly test students’ capability to write or compose an essay on a given topic. Accordingly, writing skill is better assessed through tests that require students to compose freely on a given topic. This may minimize the potential threats of test validity as a result of discrepancy in students’ writing performance as a result of employing other interdependent skills such as reading. Secondly, as the personal and professional experiences of the researcher evidenced, students have limitations to write in English; therefore, employing standard tests such as IELTS writing tests would not bring the desired effect. Considering that the writing tests employed were locally prepared by the researcher.

- **The Procedures of Designing and Administering the Writing Tests**

On the basis of the objectives of the course, students learn writing skills mainly for academic purpose. Thus, the writing genre that had been chosen for testing was expository essay. This genre was chosen on the basis of the following rationales. For one thing, university students by and large learn writing for academic purpose, so they are required to write more expository writings in the whole course of their study in the university. Secondly, expository writing genre

was chosen taking into account the students' writing experiences and the relative emphasis given for this genre in the teaching material. Thirdly, the basic features of expository writings were found to be conducive for a reliable and independent assessment. Then, considering the students background, age, and future professional endeavor potential topics were collected, and from the list of topics only four topics that possibly fit the students' age, needs and interests were selected. From the four topics, three EFL teachers were given the opportunity to rate the best two topics. On the basis of the teachers' rating, two writing topics such as "*The uses of science and technology in everyday life*" and "*Major causes and effects of car accidents in Ethiopia*" were employed for collecting data through writing tests.

The students were requested to write essays having at least 250 words on the given topic, and the students were also given general orientation about features of essay after completing the first reading activity entitled "life skills". The activities in the first unit implicitly teach students about thesis statement, supporting details and conclusion paragraphs. After students received general orientations about the nature of the task one hour was given to complete the task.

The students' pre-intervention and post intervention essays were assessed on the basis of the following criteria: Content, Organization, Grammar, Vocabulary, and Mechanic. Thus, of the different ways of marking essays, the researcher had chosen the analytic scoring method suggested by Jacobs, et.al. (1981) considering the following rationales. For one thing, Jacobs et.al.(1981) ESL Composition Profile was designed mainly to score ESL students' compositions. In addition, the scoring method consists of clear level and criteria for assessment. The criteria given to each one of the writing sub-skills have clearly made distinctions among the levels of students' performance. More to the point, the weight given and the criteria stated were found to be easy to understand and implement. Clear and well-designed assessment rubrics believed to have constructive influences on the validity and reliability of scoring. Finally, the rating scale was found to be easy to implement by way of attaching a copy of the rating scale to each one of the students' works. This was expected to have positive contribution for checking consistency between raters. (See Appendix 15, for Jacobs et.al., 1981 rubrics)

## **3.8.2. Qualitative Data Gathering Instruments**

### **3.8.2.1. Interviews**

Interview as a data gathering tool was employed to collect data from the EFL teachers and first year undergraduate students. This data gathering tool helped the researcher collect pertinent data about the participants' beliefs, notion, and practices of teaching and learning writing skills. The procedures of designing and implementing interview question items both for students and EFL teachers are presented in their respective order.

#### **3.8.2.1.1. Students' Interviews**

Interview guidelines were designed on the basis of the literature about students' conceptions of writing. The interview question items were open ended in order to help the researcher probe deep into the participants' beliefs and practices of writing. From the 60 participants in both experimental and control groups, totally ten participants (five students from each group) were chosen purposively to participate in the pre-intervention interview. Likewise, five students from the experimental group were also selected for the post-intervention interview. The type of interview employed was semi structured interview, but the guidelines were the frame of reference to tune the interviews. There were also follow up questions that initiate students to give further illustration. In-depth interviews were expected to uncover students' deep-laid beliefs and practices of writing. The interview was intended to be held in English, but some students appeared frustrated to narrate freely their beliefs and practices of writing in English. Thus, on the basis of the participants' choice interviews were conducted by and large in Amharic. The scripts were transcribed verbatim and literally translated in to English by a seasoned EFL teacher, and verified by a translation expert.

#### **3.8.2.1.2. Teachers' Interview**

The data collected from teachers who did not participate in the experimentation were used to collect background information about the context of teaching EFL writing at Wollo University. As the learning process model of Biggs and Moore (1993) revealed the context of teaching is one attribute that cue students' conceptions of learning. The main purpose of interviewing teachers who did not participate in the experimentation, therefore, was to collect data about the teachers'

conceptions of teaching writing that indirectly prompt the students' conception of writing. Totally, 16 EFL teachers were interviewed, but one teacher, the experimenter, was interviewed twice that is before and after the completion of the intervention. The type of interview employed was semi structured one that teachers freely narrate their beliefs and practices of teaching writing in English. Interview is expected to uncover deep-laid beliefs and practices of teaching writing.

An appropriate way of collecting data about "peoples' conceptions of a given phenomenon" is using open-ended interview" with some probing questions (Larsson and Holmstrom, 2007, p.56). Teachers' interview questions were partly modeled from related works such as Kong (2018). The interviews focused on allowing teachers narrate their perceptions, beliefs, and practices of teaching writing to undergraduates. The interview sessions lasted a total about 272 minutes, and an average interview session lasted for about 17 minutes. During data collection, the researcher employed systematic probing into the participants' experiences in two ways. The first one is being neutral while participants' narrated their teaching experiences. The second one is asking follow-up questions that initiated participants to speak more about their experiences. The aforementioned interviewing strategies were recommended by Sin (2010, p. 314) in order to improve the validity of phenomenographic studies. Moreover, as Larsson and Holmstrom (2007) suggested, there were attempts to tune interviews only with the interviewees' lived-experiences, not assumed ones. Additionally, the participants were interviewed at convenient time and venue after establishing friendly relationships and making clear the objectives of the research.

### **3.8.2.2. Reflective Diary**

#### **3.8.2.2.1. Students' Reflective Diary**

The reflection sheet was designed by the researcher to collect data only from students in experimental group. The participants' were given three different types of self-assessment rubrics: summary & conclusion writing self-assessment rubrics, paragraph writing self-assessment rubrics, and essay writing self-assessment rubrics. The main purpose of the self-assessment sheets was to encourage students' learning and introspection on the task by putting a check mark in front of the statements in the rubrics. The students' were encouraged to reflect after self-assessment and peer-assessment experiences. Reflections in this portfolio focused on the students' experiences that could possibly be evidences of changing conceptions and practices of

writing. Students in experimental group, therefore, were delivered reflection sheets with six prompts that initiate them write about their writing experiences. Accordingly, students' were informed to reflect on occasions that significantly influence their learning on the basis of their personal choice. It was compulsory to reflect at least after three important writing experiences: writing summaries and conclusions, writing paragraphs and writing essays. In addition, students were offered the opportunity to write general reflection at the end of portfolio compilation process. The reflection prompts are given with enough space to write on (Refer to Appendix 10).

#### **3.8.2.2.2. Experimenter's Reflective Diary**

The experimenter was given the freedom to keep reflective diary on significant teaching and learning experiences. Prompts that helped him reflect on his teaching experiences were given to reflect on his unique and noteworthy experiences. The experimenter's reflective diary was intended to capture changes and gradual developments on students' observable behaviours during the intervention. The experimenter was given the freedom to reflect on experiences on the basis of his preference. Teaching, as a classroom event, entails interaction, mutual understanding, role share patterns, commitment to meet goals and expectations. Accordingly, the experimenter was given general orientation about reflecting on significant experiences that he observed from the beginning to the ending of the course. Accordingly, the reflection was intended to focus on new experiences, changing behaviors, feelings, attitudes, and interaction patterns. The observed changes can be changes in general student behavior as a learner, and specific behaviour as a writer. The teacher was given the freedom to write reflective diary on the basis of his preference considering the burdon of writing reflection on each and every day experiences. However, some general refletion focus areas were given to make the task easy and maneageable (Refer to Appendix 10).

### **3.9. Methods of Data Analysis**

#### **3.9.1. Methods of Analysis of Quantitative Data**

The quantitative data collected through questionnaire scales and writing tests were analyzed by using descriptive statistics (such as percentage, mean, and standard deviation) and inferential

statistics (such as t-test). The t-test was employed to compare two mean values in order to confirm the existence of significant difference between the mean values. Thus, three types of t-test such as one sample t-test, paired samples t-test and independent samples t-test were employed. The one sample t-test was employed to compare the pre-test mean values against the expected mean values. This was done to confirm the preconceptions about EFL students' surface conceptions of writing and poor writing performance. In addition, it was employed to examine to what extent teachers' promote deep conceptions of teaching writing and assessment. The other types of t-tests such as paired samples t-test and independent samples t-test were employed to compare mean values within a single group and between two independent groups respectively.

Teachers' questionnaire was designed with a five point Likert Scale, and the items were categorized into six constructs: Traditional Conceptions of Teaching Writing (TCTW), Constructivists' conceptions of Teaching writing (CCTW), Traditional Conceptions' of Writing Assessment (TCWA), Constructivists' Conceptions' of Writing Assessment (CCWA), Written Feedback Required Deep Revision (WFRDR) and Written Feedback Required Surface Revision (WFRSR). The mean values and standard deviations were calculated and a one sample t-test was employed to check the significance of the actual mean values against the expected mean values.

Students' questionnaires with a five point likert scale items were analyzed on the basis of the grand mean score for all the items that refer to the five different elements of students' conceptions of writing as measured by Lavelle's (2007) IPICC. The values of negative items (such as item 3,5, 20, 45,46,57,69) were calculated by way of reversing the values given for the scales.

In a pre /post test quasi experimental control group design, quantitative data played a pivotal role to generate reliable data. Accordingly, the data analysis of the pre-intervention data was done by using expected mean value. The expected mean values of an item with a five-point likert scale is 3 points. Thus, the expected mean values can be calculated on the basis of the total number of items that refer to the same construct. Accordingly, the expected means of the five different constructs of Students' conceptions of writing are presented as follow:

- *procedural conception of writing* expected mean 30 number of items 10
- *Spontaneous Impulsive conceptions*, expected mean 33 number of items 11
- *Low Self Efficacy for writing*, expected mean 42 , number of items 14
- *Elaborative Conception*, expected mean 69, number of items 23 and
- *Reflective Revision Conceptions*, expected mean 36 , number of items 12

Accordingly, for procedural, spontaneous-impulsive, and low self-efficacy conceptions of writing, mean values higher than the given expected mean value favor participants' surface conception of writing, and mean values lower than the expected mean also favor their deep conceptions of writing. In the same way, for Elaborative, and reflective -revision conceptions of writing mean values higher than the expected mean values favor participants' deep conceptions of writing, and mean values lower than the expected mean values favor their surface conceptions of writing.

In the same way, expected mean value was employed to analyze the writing performance of students before and after the intervention. Jacob's ESL composition profile consists of four levels of performance: **very poor, fair to poor, good to average and excellent to very good**. The minimum expected score is 34 and the maximum expected score is 100. Considering the minimum value given, the expected mean values for the different aspects of writing have been calculated by looking for the midway between the minimum and the maximum values given for each writing sub-skill. Accordingly, for *content* the minimum value is 13, and the maximum value is 30 and the expected mean is 21.5. Both for *organization* and *vocabulary* the minimum value is 7, and the maximum value is 20. The expected mean for both organization and vocabulary is to be 13.5. For *language use* the minimum value is 7, and the maximum value is 25, expected mean is to be 15. For *mechanics* of writing, the minimum value is 2, and maximum value is 5. The expected mean is to be 3.5. The cutoff points for students' writing performance, therefore, are the expected mean values given for each writing sub-skills.

### 3.9.2. Methods of Analysis of Qualitative Data

The qualitative data collected through in-depth interview and reflective diaries were analyzed by using different qualitative data analysis schemes such as phenomenography and thematic analysis.

- **Conceptual Underpinnings of Phenomenography**

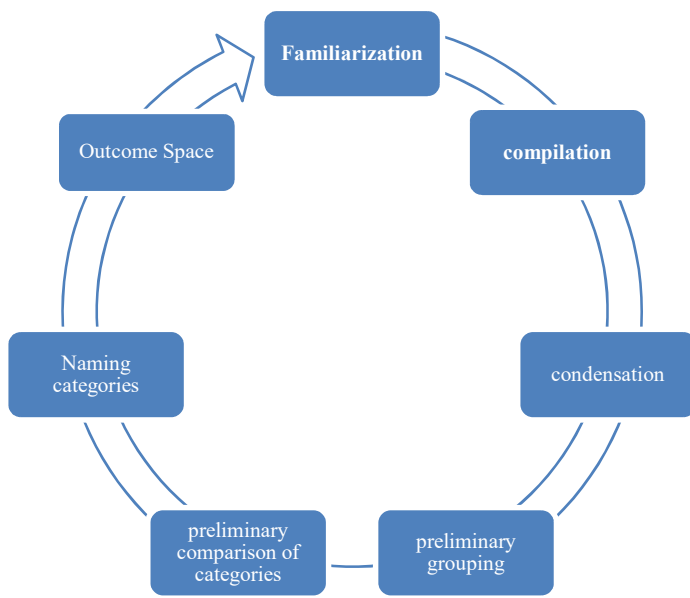
Phenomenographic studies have their own ontological and epistemological assumptions. Firstly, phenomenography does not make a distinction between the phenomenon (aspect of the world) and the subjects (the experiencers). Reality, therefore, is supposed to be created through the interaction of the world and the experiencer. This assumption has been eloquently stated by Matron and Booth (as cited in Akerlind, 2005); there is no objective reality “out there” or no subjective reality “in here”. Accordingly, epistemological assertions of phenomenography need the use of second-order qualitative data analysis. Secondly, phenomenography has methodological eccentricity that could be considered as strength to study fluid issues such as conceptions of teaching and learning. For instance, it is difficult to categorize individuals’ based on their conceptions of teaching because the same individual may act differently on different teaching occasions. Thus, contextual factors can have a stronger influence on categorizing the same individual differently. However, phenomenographic research considers conceptions as a hierarchical scheme, and the same individual can reveal a range of conceptions of teaching. Accordingly, the focus of the out- come space of a phenomenographic study is not to enforce individuals to be part of any one of the two extremes in the continuum. Rather, phenomenographic studies focus on interpreting the map of the description of the categories. It does not focus on describing individual cases or a particular spot in the outcome space. To that end, phenomenographic studies do not focus on the responses of individual participants rather they focus on the range of collective consciousness of the participants regarding the phenomenon.

The data about EFL teachers’ conceptions of teaching writing were analyzed by using the seven steps of phenomenographic data analysis framework of Sjöström & Dahlgren (2002 as cited in Khan 2014, pp.38-39).

1. **Familiarization:** data familiarization focuses on reading and rereading of the transcripts in order to get insights about the nature and the range of teachers’ responses.
2. **Compilation:** data compilation emphasized in-depth reading of responses in order to look for patterns of similarities and differences. The data as a whole have been compiled to one data sheet in order to make the analysis easy and manageable.

3. **Condensation:** data condensation was done by reducing irrelevant, redundant and unrelated elements of the transcription.
4. **Preliminary grouping:** excerpts that communicate an essence related with a certain assumptions of teaching were identified and grouped together. The categorization was made on the basis of the essence of the excerpts as a coding scheme, so the essence can be observed from a single line up to extended narration of teaching experiences.
5. **Preliminary comparison of categories:** the preliminary categories of descriptions merged and renovated during the preliminary comparison of categories.
6. **Naming Categories:** naming and renaming of categories followed through constant comparison and renovation of the emerged categories of descriptions.
7. **Outcome space:** similarities and differences of categories were sought in order to show the hierarchical relationship of categories in the outcome space, and structural and referential relationships were discovered. The frequency distribution of the teachers' responses were also identified and revealed in the outcome space. However, the spiral nature of the analysis scheme and the difficulty to move from one step to the other linearly should be taken in to account.

**Figure 3.3. Spiral and Cyclic Nature of the Seven Steps of Phenomenographic Data Analysis**



Data about teachers' practices of assessment, students' pre and post intervention conceptions of writing, and experimenter's views about the merits and challenges of PBA were analyzed thematically, using the coding schemes of grounded theory. The thematic data analysis mainly follows the following three major steps of using grounded theory to analyze qualitative data. The first one is transcribing the recorded qualitative data which were the narrations of the lived experiences of the participants on the issue. The second procedure was open-coding of the collected data whenever the researcher was interested on a phenomenon to be coded. The coding scheme, therefore, focused on understanding the social phenomena of the researcher's concern such as acts, activities, meanings, participation, relationships, settings, strategies and processes Lofland (1971) and Beklen(1982) cited in Bryman and Burgess (1994, p.8). After the open coding, the axial coding follows by way of categorizing themes and looking for theoretical connections through the codes identified. After the theoretical coding, interpretation of the codes and summarizing their essence follows. Then, major tendencies in the participants' conceptions and approaches to writing were identified.

Additionally, data from reflective diaries of the students in EG and the experimenter were also analyzed thematically. Students in EG were given reflection sheets with cues to reflect on their significant learning experiences. The students' reflective diaries have been used as sources of data that show the gradual changes in students' conceptions of writing. The major themes in the students' reflections were identified and coded. Then, the summaries of findings were made on the basis of the frequency of the codes and the descriptive power of the emerging themes. The experimenter reflective diaries focus on capturing on going developments and observed changes on students' behaviors, feelings and activities. This was planned to enrich the qualitative data collected from the experimenter through interview.

### **3.10. Validity and Reliability of Instruments: Students' Scale**

The validity and reliability of the instruments are key issues that need meticulous considerations for the successful undertaking of the research. The instruments employed in this research went through expert judgments before the commencement of the pilot testing. The students' IPICC scale was adapted from the previous works. Lavelle's Inventory of Processes in College composition consists of 70 items, and the instrument was adapted to the context of Ethiopian

students by the researcher. The adapted questionnaire was first commented by two seasoned TEFL experts, and the questionnaire was also commented by the research advisor. Some of the changes made on the instrument after the experts comments were rephrasing items that were considered to be difficult because of phrasal verbs, technical terms and difficult vocabularies. In addition, the comments also focused on items with difficult sentence structures that would not be consistent with the background of Ethiopian students. Additionally, Cronbach's alpha was employed to check the internal consistency of the items in the pretest and the post test measures. The Cronbach's alpha coefficients 0.715 and 0.795 for pre test and post test measures respectively revealed high level of consistency among the items. The internal consistency of the items in the IPICC scale was calculated by considering the overall construct instead of using the underlying individual factors on the basis of the following rationals. Firstly, to use Cronbach's alpha as an internal consistency measure, the items are supposed to measure a single construct. However, in the IPICC scale, each of the five factors consists of items intended to measure students' beliefs about writing and their writing strategy use. That scenario would make calculating the overall reliability index of the scale a preferable way of estimating internal consistency of items. Secondly, the IPICC scale was designed to measure a dynamic and context dependent construct, conceptions and approaches to writing. Accordingly, the five factors are expected to have complex and multi-faceted relationships that would make the overall reliability index as a dependable estimate of the internal consistency of the items. Furthermore, as the essay writing tests were rated by two independent raters, the interrater consistency of the post test for all the five aspects of writing were calculated using Cronbach's alpha. The interrater reliability index for content, 0.743, organization, 0.737, vocabulary, 0.752, language use, 0.663, and mechanics 0.767 would suggest acceptable degree of raters' consistency.

- **Rigor and Trustworthiness**

Phenomenographic data analysis scheme needs establishing rigor and trustworthiness (Khan, 2014, p.39; Entwistle, 1997, p.127). As phenomenographic studies claim non-dualistic ontological and epistemological assertions, it is mandatory to delineate the researchers' role in the data collection and analysis processes. Merriam (2002, p.5) states that "the researcher is the primary instrument" in qualitative research, and the researcher should identify and control the

adverse effects of researcher bias and subjectivity in order to enhance the rigor and trustworthiness of the research. Accordingly, the researcher has employed different strategies to limit the adverse effects of bias during data collection and analysis process. As recommended by Entwistle (1997, p.132), the researcher refrained from misdirecting and leading respondents to react in a certain way. In the case of very general and unclear responses, the researcher requested further clarification and additional explanations. Reliability in phenomenographic researches can be checked in two ways: inter-coder reliability check and dialogic reliability check (Akerlind, 2005 as cited in Khan, 2014, p.40). In this study, dialogic reliability check was preferred because the data analysis scheme necessitates seven iterative and cyclic steps. Accordingly, the researcher worked as a maker and another expert worked as a checker of the analysis, especially during the classification of emerging categorization. However, the data analysis was done collaboratively to avoid bias.

The same way thematic analysis needs establishing rigor and trustworthiness. Firstly, this qualitative data analysis scheme claimed rigor and trustworthiness whenever the findings are grounded on the collected data. Thus, excerpts taken from the transcripts were consistently employed to confirm dependability of the data. Secondly, the researcher employed memos that made implicit messages, hidden intentions and unstated assumptions clear in order to make sound judgments. The memos played a role to make the data analysis context based. Thirdly, the descriptive power of the codes and their theoretical significance were considered as manifestations of rigor and trustworthiness of data analysis through thematic analysis. Accordingly, teachers' interview (especially about assessment and feedback practices), students' pre test and post test interviews and their reflective diaries were thematically analyzed by using grounded theory data coding and analysis scheme.

## **CHAPTER FOUR**

### **THE PILOT- STUDY**

#### **4.0. Introduction**

There were two major purposes of the pilot study. Firstly, the pilot study was intended to check the validity and the reliability of the instruments designed to collect data, and to check the feasibility of the data analysis in accordance of the preset objectives of the study. Secondly, the pilot study was planned to identify problems that jeopardize the quality of the experiment beforehand and take corrective measures in time. In other words, the pilot study was done to examine the feasibility of the intervention in the research context and identify gaps that need attention for the main study.

#### **4.1. Research context, participants, Sampling**

The pilot study was conducted at Wollo University, Dessie campus. The pilot study was done on students assigned in the Natural Science Stream in 2012 academic year. The department randomly assigned seven instructors to all the 12 sections of the first year natural science students. These teachers were assigned to teach minimum one and maximum 3 sections. From all the seven teachers assigned, one teacher (the experimenter) was selected purposively on the basis of his specialization (MA in TEFL) and his teaching experiences. The experimenter was assigned to manage three sections. From these three sections, two sections (one consists of 43 students and the other consists of 48 students) were selected randomly by simple lottery method. Totally, 60 students were selected randomly from the two groups. Then, from each group five students were selected for in-depth interview in order to collect qualitative data about students' pre intervention conceptions of writing. In the same way, five students from the EG were also interviewed about their portfolio compilation process. The intervention, Portfolio Based Assessment, was employed for eight weeks. Accordingly, the students in the experimental group were assessed by compiling writing portfolios.

#### **4.2. Data Gathering and Analysis Procedures**

The instruments used to collect data for the pilot study were questionnaire, interview, pre and post tests, reflection sheet, and observation check list. The pilot study was started by giving training to the experimenter, and making him familiar with the essence of PBA. Then, the two sections that were used as control and experimental groups had been chosen by simple random sampling. Moreover, the participants were chosen by using simple random sampling applet. After that, pre intervention measures were taken, and the normal distribution of the data was sought out. The homogeneity of the groups in conceptions as well as writing performance was also checked.

After completion of the pre- intervention measures, the intervention was started. Students in EG were informed to compile portfolios. The department allocated 25% to the mid-term examination. Accordingly, the classroom teacher had the freedom to use 25 % of the assessment for formative assessment. The students were given orientations about the assessment scheme, and their responsibilities in order to meet the requirements of the course. Then, students were told to attend a make-up class on Saturday, and before the beginning of the make up session students were given pre- intervention IPICC scale. Then, five students were chosen for interview. The researcher tried to use English language but except very few ones majority of the participants were interviewed in Amharic on the basis of the students' preference and willingness.

### 4.3.Results of the Quantitative Data Analysis

#### 4.3.1. Analysis of Teachers' Scale (pilot study)

A one sample t-test was employed to examine the tendency of teachers' conceptions of teaching writing, and their assessment and feedback preferences in teaching EFL writing.

**Table 4.1. Teachers' CTW and Practices of Assessment and Feedback (pilot study)**

Variables	Expected mean	Mean	Std. Dev.	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
<b>TCTW</b>	39	42.73	3.69	3.915	14	.002	3.733	1.69	5.78
<b>CCTW</b>	42	43.27	3.240	1.514	14	.152	1.267	-.53	3.06
<b>TCWA</b>	12	13.33	1.345	3.839	14	.002	1.333	.59	2.08
<b>CCWA</b>	18	18.73	2.404	1.181	14	.257	.733	-.60	2.06
<b>WFRDR</b>	36	35.87	11.495	-.045	14	.965	-.133	-6.50	6.23
<b>WFRSR</b>	30	33.60	5.435	2.565	14	.022	3.600	.59	6.61

**NB.** TCTW- Traditional Conceptions of Teaching Writing; CCTW – Constructivists' Conceptions' of Teaching Writing TCWA-Traditional Conceptions of Writing Assessment; CCWA-Constructivists' Conceptions of Writing Assessment; WFRSR- Written Feedback Required Surface Revision; WFRDR-Written Feedback Required Deep Revision

As shown in Table 4.1., the mean value for Traditional Conceptions' of Teaching Writing (TCTW) was found to be higher than the expected mean, and (t=3.915, P<.05) has shown that EFL teachers' significantly favor the traditional conception of teaching writing. In the same way, the mean value of teachers' Traditional Conceptions' of Writing Assessment (TCWA) was found to be higher than the expected mean., and (t=3.839, P<.05) has shown that the teachers'

favor the conventional mode of writing assessment. Concerning the teachers responses to Constructivists Conceptions of Teaching Writing (CCTW) the mean value was found to be higher than the expected mean , but ( $t=13.33, P>.05$ ) has shown that the mean difference was not found to be significant. In line with the CCTW, the teachers' Constructivists Conceptions of Writing Assessment (CCWA) ( $t=1.181, P>.05$ ) revealed that teachers' do not significantly favor the practice of CCWA.

The other aspect of teachers' conceptions was the nature of self-reported teachers' Written Feedback Required Deep Revision (WFRDR) and teachers Written Feedback Required Surface Revision (WFRSR). The mean value of the teachers' responses to WFRDR was found to be lower than the average. Thus, ( $t=-.045, P>.05$ ) evidenced that teachers' do not frequently offer feedback that required deep revision. On the other hand, teachers' responses to Written Feedback Required Surface Revision (WFRSR)( $t=2.56, P<.05$ ) revealed that the mean value was found to be significantly higher than the expected mean. Thus, this evidenced that the teachers' feedback focused on surface features of writing.

#### **4.3.2. Pre-intervention Students' Conceptions of Writing and Writing Performance (Pilot study)**

Pre intervention measures were taken for two sound reasons. Firstly, the pre intervention data were employed to study the existing students' conceptions and approaches to writing. Secondly, the pre intervention data were used as a benchmark to analyze and interpret the post intervention measures. Accordingly, a one sample t-test was employed to examine the pre intervention students' writing performance and their conceptions of writing. Hence, a one sample t-test was used to check the significance of the differences between the actual mean scores and the expected mean scores of each variable.

**Table 4.2. A one sample t-test of EFL students' WP and CW (pilot study)**

**One-Sample Test**

	Expected mean	Mean	Std. Dev.	t	Df	Sig. (2- tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Content	21.5	16.34	2.67	-14.93	59	.000	-5.1583	-5.849	-4.467
Organization	13.5	11.37	2.10	-7.82	59	.000	-2.1250	-2.668	-1.582
Vocabulary	13.5	11.06	1.57	-11.93	59	.000	-2.4333	-2.841	-2.025
Language use	17.5	11.82	2.9	-15.15	59	.000	-5.6750	-6.424	-4.926
Mechanics	3.5	2.39	.49	-17.29	59	.000	-1.1083	-1.237	-.980
Procedural	30	35.77	4.586	9.741	59	.000	5.767	4.58	6.95
Spontaneous Impulsive	33	35.00	5.106	3.034	59	.004	2.000	.68	3.32
Low-Self Efficacy	42	43.57	4.586	2.646	59	.010	1.567	.38	2.75
Elaborative	69	83.05	9.461	11.503	59	.000	14.050	11.61	16.49
Reflective Revisionist	36	35.53	3.916	-.923	59	.360	-.467	-1.48	.55

As we can infer from table 4.2, students pretest results have shown that the students writing performance is significantly below the expected value. The t-values of the one sample test evidenced the students' poor writing performance in all the five aspects of writing: content ( $t=-14.93$ ,  $P<0.05$ ), organization ( $t=-7.82$ ,  $P<0.05$ ), vocabulary ( $t=-11.93$ ,  $P<0.05$ ), language use ( $t=-15.15$ ,  $P<0.05$ ), and mechanics ( $t=-17.29$ ,  $P<0.05$ ). Accordingly, the students' essay writing performance was found significantly below the expected mean. Regarding students' conceptions of writing, the students' surface conception of writing is higher than the average, and the differences of students' conceptions of writing in all the three features (procedural, spontaneous impulsive and low self-efficacy) and the expected averages were found to be significant ( $t=9.741$ ,  $P<.05$ ,  $t=3.034$ ,  $P<.05$ ,  $t=2.646$ ,  $P<.05$ ). This clearly shows the students' strong tendency to employ surface conceptions of writing. In the same way, the students deep conception of writing (Reflective-Revisionist) was found to be insignificant ( $t=-.923$ ,  $P>.05$ ), and the other component of deep conception of writing (Elaborative) was found to be significant

( $t=11.503$ ,  $P<.05$ ). Students' reflective revision conception of writing was not found to be significantly lower than the mean. Thus, the reflective revisionist conception was found to be average. That shows the students failure to employ this deep conception of writing. Contrary to all the other conceptions' of writing, the students' elaborative conception was found to be significantly higher than the mean. This is to mean that the students employ elaboration as a technique to enrich their writing, but this result seems to contradict with the results in students' writing performance. Thus, there is a clear discrepancy in students' elaborative conceptions of writing and their actual performance in employing elaborative skills.

Generally, the pre intervention writing test results and conceptions of writing have shown that the students are poor in their overall writing performance, and the scales about the conceptions of writing also evidenced that the students have surface conception of writing.

As we have seen the analysis and results of teachers' conceptions of writing (see the results in 4.3.1), the practice of assessment in writing classes, the students' writing performance and students' conceptions and approaches to writing revealed that teachers' do not promote deep conception of writing, and students also do not employ deep conceptions of writing. These results, by and large, give a fertile ground to make an intervention that might promote deep conceptions of writing.

- **Analysis of Groups Homogeneity in pre-intervention Writing Tests**

To check the homogeneity of groups before the start of the intervention, both groups were given a timed essay writing test at the very beginning of the semester. The topic to write the essay was very familiar and current: "New traditions or life styles that have come out of COVID 19".

The pre intervention test group statistics has shown that the grand mean of the students' writing performance in EG and CG were found to be 53.6 and 52.2 respectively. In addition, there were slight mean differences between the results of the students' performance in all aspects of writing such as content, organization, vocabulary, language use and mechanics.

**Table 4.3. Pre intervention t-test results of students' CW and their WP (EG and CG) (Pilot study)**

**Independent samples t -test**

	Levene's Test for Equality of Variances		t- test for equality of means						
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>	<i>Mean difference</i>	<i>Std. Error difference</i>	<i>95% confidence</i>	
								<i>Lower</i>	<i>Upper</i>
<b>Content</b>	.187	.667	.842	58	.403	.5833	.6924	-.8027	1.9694
<b>Organization</b>	.385	.537	.274	58	.785	.1500	.5472	-.9453	1.2453
<b>Vocabulary</b>	.517	.475	-.897	58	.373	-.3667	.4086	-1.1845	.4511
<b>Lang. Use</b>	.332	.567	.110	58	.913	.0833	.7553	-1.4286	1.5952
<b>Mechanics</b>	1.785	.187	.647	58	.520	.0833	.1288	-.1746	.3412
<b>Procedural</b>	.554	.460	.786	58	.435	.933	1.188	-1.445	3.311
<b>Spontaneous –Impulsive</b>	.119	.732	.150	58	.881	.200	1.329	-2.461	2.861
<b>Low-self Efficacy</b>	.082	.775	1.129	58	.264	1.333	1.181	-1.031	3.698
<b>Elaborative</b>	.548	.462	.556	58	.580	1.367	2.457	-3.552	6.285
<b>Reflective Revision</b>	2.631	.110	.131	58	.896	.133	1.020	-1.908	2.175

The independent samples t-test was used to check homogeneity of the groups in their writing performance before the intervention of this study. As it is seen in table, 4.3, the mean scores of students in experimental and control groups were not found to be statistically significant. Accordingly, the writing performance in all the five aspects of writing such as content ( $t=0.842$   $P>.050$ ), organization ( $t=0.274$   $P>0.05$ ), vocabulary ( $t=-0.897$   $P> 0.05$ ), language use ( $t=0.11$   $P> 0.05$ ) and Mechanics ( $t=0.647$ ,  $P >.05$ ) were found to be statistically insignificant. This independent sample t-test evidenced the homogeneity of the experimental and control groups in their writing performance before the beginning of the intervention. Similarly, the independent

sample t-test for equality of means was employed to check differences between the mean values of the students' responses to different conceptions of writing. Responses to the three surface conceptions of writing (procedural  $t= 0.786$ ,  $P>0.05$ ), spontaneous impulsive ( $t=0.15$ ,  $P> 0.05$ ) and Low self-efficacy ( $t= 1.12$   $P >.05$ ) and the two deep conceptions of writing Elaborative ( $t=0.556$   $P>0.05$ ) and Reflective Revision ( $t=0.131$   $P>0.05$ ) were not found to be statistically significant. This result has also confirmed the homogeneity of the groups in their conceptions of writing before the intervention.

#### 4.3.3. Post intervention Students' Conceptions of witing and their Writing Performance (Pilot study Results)

Independent-samples t-test was used to scrutinize the significance of the post intervention mean differences between EG and CG in all the variables treated

**Table 4.4. Post Intervention mean Differences Independent samples t-test (pilot study)**

	Levene's Test for Equality of Variances		t- test for equality of means						
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>	<i>Mean difference</i>	<i>Std. Error difference</i>	<i>95% confidence</i>	
								<i>Lower</i>	<i>Upper</i>
<b>Procedural</b>	9.463	.003	-2.363	57	.022	-2.154	.911	-3.979	-.329
<b>Spontaneous Impulsive</b>	.214	.645	-.414	57	.681	-.556	1.345	-3.249	2.136
<b>Low-self Efficacy</b>	.078	.781	-2.556	57	.013	-2.675	1.047	-4.771	-.579
<b>Elaborative</b>	1.798	.185	1.339	57	.186	3.060	2.285	-1.516	7.635
<b>Reflective-Revision</b>	.167	.684	3.610	57	.001	3.289	.911	1.464	5.113
<b>Content</b>	1.553	.218	4.229	58	.000	2.9500	.6976	1.5536	4.3464
<b>Organization</b>	.263	.610	5.125	58	.000	2.7500	.5366	1.6759	3.8241
<b>Vocabulary</b>	.241	.626	6.389	58	.000	3.5167	.5504	2.4150	4.6184
<b>Lang. Use</b>	1.718	.195	4.570	58	.000	3.9167	.8570	2.2011	5.6322
<b>Mechanics</b>	.075	.786	2.122	58	.038	.3000	.1414	.0171	.5829
<b>Total</b>	.877	.353	5.408	58	.000	13.7167	2.5364	8.6395	18.7938

As it is depicted in Table 4.4, the mean differences between experimental and control groups were found to be statistically significant in all the variables of the study except the SPI conceptions (  $t=0.414, P>.05$ ) and Ela conceptions of writing ( $t= 1.339, P>.05$ ). That means students in EG outperformed than students in CG in all aspects of the variables treated. Accordingly, differences in students' LSE beliefs ( $t= -2.556, P<.05$ ) and Procedural conceptions ( $t= -2.363, P<.05$ ) were found to be significant. Thus, students' in EG were found to be less procedural and more efficacious. In the same way, the mean differences between EG and CG in their writing mean score were found to be statistically significant. Thus, the  $t$ - value in content ( $t=4.229, P<.05$ ), organization ( $t=5.125, P<.05$ ), vocabulary ( $t=6.389, P<.05$ ), language use ( $t=4.57, P<.05$ ) and Mechanics( $t=2.122, P<.05$ ) revealed the constructive changes in all the aspects of writing.

#### **4.4.Results of the Qualitative Data Analysis (Pilot study)**

##### **4.4.1. Pre intervention Teachers' conceptions**

Examining the context of teaching and learning writing skills at Wollo University was very essential to understand the research question from a broader perspective. Even if the context of teaching and learning involves different interdependent variables on the basis of their relevance and practicality, two important variables were chosen for analysis: teachers' conceptions of writing and beliefs and practices of assessment and feedback. As we have seen in the review section, teachers' beliefs and practices of writing lessons and the assessment scheme employed in EFL writing classes have strong influence to cue learners' orientations towards writing ( deep or surface ) and their approaches to learn writing skills.

Analysis of the interviews of the five EFL teachers reflects the existence of different conceptions of writing. Accordingly, writing is viewed *as reflection of one's identity, a means of communication, a difficult or tough job both for teachers and students, putting words on paper or other media and using the language and its structure effectively*. In addition, teachers believe that writing is a complex process that requires thinking and reflection skills, and it needs practice for development. This result evidenced teachers' in-depth understanding of the salient features of sound writing.

**Table 4.5. EFL Teachers Perceived Focus areas in Writing Lessons**

Teachers' Pseudonyms	Major focus areas in teaching writing
Mesfin	“ both the <i>language and structure</i> ”
Kebede	“ my focus is on the <i>process</i> ..” acknowledged that his practice is different from his theoretical views because of different factors that deter practicability of lessons on the basis of esteemed process that he mentioned.
Tsehay	“ <i>grammar content</i> ” “ <i>the rules of the language</i> ”
Tiruneh	“I begin with let our students’ communicate ideas in a written form and gradually I also let them ...aware the way they communicate” my focus is “ sometimes on the <i>linguistic aspect</i> “ sometimes <i>on the communication aspect</i> ” for fear of that delivering all types of comments may discourage students, since their work usually has got problem in all respect
Alemayehu	“ the <i>grammar</i> how they <i>construct meaningful sentences</i> ”

Teachers’ conceptions of writing are also reflected on the focus of their writing lessons. Accordingly, the responses of the teachers revealed that teachers focused on the micro levels of written communication such as grammar, structure, the rules of the language, and the linguistic aspect (See Table 4.5). One EFL teacher, kebede (pseudonym) stated that he wished to focus on the process, but lots of factors impeded the practicability of his views on teaching writing through the process. One teacher, however, appeared to focus to communication or expressing ideas at the beginning and gradually he emphasized teaching ways of communicating ideas. He further confirmed that his focus alternates between communication aspect and linguistic aspect on the basis of the objectives of the lessons. From the teachers’ beliefs about the major concern of their writing lessons, we can deduce that the most recurring themes among the teachers focus on micro- level writing concerns such as grammar, sentence structure, and language. In addition, teachers practice emphasizes language rules and redundant and detached activities because teachers do not attempt to integrate the lesson with the students’ needs and interests. All these reflect the teachers’ concern to promote quantitative or surface approaches to teach writing skills. Teachers who wanted to promote the process and the communication aspect of writing clearly explained the challenges of teaching writing skills duly.

- **Teachers' Conceptions of Assessment and Feedback**

As the results of the teachers' interview revealed, teachers did not employ assessment strategies that promote long term engagement in the task. However, they appeared to employ assessment mainly for the purpose of grading or marking the students' paragraphs or essays. One teacher, has directly states that, *"I give them a kind of assessment which does not entail some kind of feedback"*. The other teacher stated that she did not allow peer assessment if the students had done an assignment that would be marked. Others also state *"checking students' work directly, checking works by taking home or office, never did re-seeing in class, I do not employ self and peer assessment"*. Of the five teachers, only one teacher employs peer assessment by letting *"students' exchange their work"*. The other teacher appeared to employ peer assessment in the process of developing the paragraph to improve the quality of students' work, but this teacher appeared to prefer peer-assignments or writing assignments to be done in group in order to make the assessment feasible. This undoubtedly makes the assessment feasible but it stifles the students' opportunity to practice writing individually. All teachers never employed self-assessment with assessment rubrics and portfolio assessment. This all shows that assessment scheme is employed for the purpose of marking and making judgment. Assessments that do not focus on giving students opportunity to engage in writing and revising for extended time foster surface conceptions of writing.

#### **4.4.2. Preintervention students' Interview**

The pre-intervention students' interview was conducted to collect qualitative data about students' conceptions of writing in English. From the analysis of the interview data, we can deduce that students' both in the experimental and control groups do not have differences in their conceptions of writing. Accordingly, the analysis of the students' interview by and large revealed that students in both groups have shown features of writing approaches that are consistent with the surface conceptions of writing. Six themes that show students' surface conception of writing were identified.

First, students have shown limited understanding of writing skills for their academic as well as professional success. Students in both groups could not express the pivotal role writing plays for their academic as well as professional endeavor. One student conceived writing as rewriting

notes to make “*the long writing short*” or to make “*the notes precise and easy to remember*”. Second, students’ have shown less affect and practice of revising. “*I write and submit as it is*” “*I write cancel and write on the next page*” “*I write slowly not to delete what I write*” In addition, they do not have positive feelings to writing and revising. Third, students’ effort was considered teacher dependent, and it was also dependent on the teacher’s assessment scheme. “*I do not give attention if it is not marked*” “*I give attention if I submit my writing*”. Fourth, students’ focus on making cosmetic or surface changes to improve the quality of their writings. They say “*I improve capitalization like tense*”, “*I take in to consideration my hand writing*”. Fifth, students’ less assertiveness or frustration regarding their English writing skills evidenced surface conceptions of writing. For instance, students say, “*some students do not have writing experience*”, “*Some students do not write a single line in exam*” “*teachers should consider the writing condition*” Finally, students’ self-perceived writing problems also evidenced the students’ surface conception of writing. Students frequently mentioned that “*grammar, agreement, and using appropriate words*” as their major writing problems.

#### **4.4.3. Analysis of post intervention students’ interview**

Analysis of the post intervention interviews reflect that students in experimental groups have shown changes in their conceptions of writing. Some changes were observed on students’ conceptions of the importance of writing. Students previously conceived writing as studying grammar rules, vocabularies and comprehension questions. The portfolio experience, however, has shown the potential of the subject matter and their limitations to meet the expected standards.

*The assessment is very nice. Now...we understand the depth of the subject matter. In the previous experiences we focus on rules and we used to conceive that understanding some words from the sentence could be enough to understand, but now to write deeply we should know vocabularies, and portfolio helps us understand words deeply.*

The other area that students’ conceptions of writing were observed is students’ conceptions on the writing process. Previously, writing was conceived as a one touch activity, and students’ intention seemed to make everything perfect at a time, so they focused on the output of their writing. However, after the intervention students conceived that good writing evolves through the process of planning, rewriting or revising.

*Something when I first when I try to write, first I planned.. I don't know after that but I plan as I write the portfolio I planned and second teach or I draft..First when I try to write I draft freely without any you see on the draft. And second after that I improved and I write by good hand writing copy on other paper.*

Changes were also observed on students' self beliefs. For instance, portfolio experience appeared to boost students' confidence to write and their motivation to work on writing for future.

*I can't write anything at past classes because of this I fear and I don't know that I haven't experience for writing portfolio because it is hard for me at this times but something I tried for future I learn from this something when I write portfolio*

After the intervention, students started to conceive their writing problems from a broader perspective as their writing problem is rooted in their previous schooling experience, and they conceived that their problem is lack of experience and fear.

*according to me I try lack of vocabulary I mean when I am writing portfolio my paragraphs lack flow of idea because of this ...this is because by background learning because I can't write anything at past classes because of this I fear and I don't know that I haven't experience for writing portfolio because it is hard for me at this times but something I tried for future I learn from this something when I write portfolio I use I...*

*What made writing difficult was in our previous grades from where we came from, teachers did not compel us to write. Now writing became compulsory and I expected that I improved something about my writing skills.*

#### **4.4.4. Analysis of the Students' commentary on Reflection Sheets**

The students were given reflection sheets, and the sheets consist of prompts that help them write about their feelings and experiences regarding their writing as well as portfolio compilation processes. The reflection commentary has shown the students' changing conceptions of writing. The students' changing conceptions of writing were observed on different issues that can be synchronized with the essence of deep conceptions of writing.

The first issue that reflects students' deep conception of writing is the students' concern and affect for revision writing. Most of the students clearly stated that drafting and rewriting have impact on the quality of their writings. As one student, claimed "*first made to improve of my*

*writing quality by using draft. Draft is most important because I can't worry about word choice or tense After that I organized my writing and then I copy on the second paper*" The other student also supported the idea of drafting to improve the quality of writing *"I plan[n]ed to improve of my writing quality by using writing stage like drafting using improve my writing system and I try every time. "* CA. In the same way, the other student believed that the quality of writing is excelled by way of *"Practicing and trying again and again for writing ..."* She added *"Practicing daily writing tasks are necessary to have a good writing experience"* ES

The second issue that shows the change in students' conceptions of writing is the students' perceived writing problems. In the pre-intervention interview, students by and large perceived that their writing problems are attributed to problems in grammar, vocabulary, spelling and punctuation. However, after the intervention, students conceived that they have writing problems that revealed the students' concern for deep conception of writing. Accordingly, students mentioned the following self-perceived writing problems: *"lack of organization of ideas"*, *"lack of flow of idea"* , *" weak argumentation"* *" failing to structure ideas effectively"* *"lack of background knowledge"* *"I have to be less writing experience"* *" I have to know that my level are less than matured"* EM *"lack of confidence in writing by English"*

Thirdly, portfolio compilation experience seemed to change the students' view about learning in general and learning writing skills in particular.

*"I am developed writing and skill of reading and study to work or doing assignment"* AM

*"I had get an experience from portfolio. I interested in the useful in all academic settings like demonstrates knowledge attained in a given class or throughout in my school or in other way in professional setting shows the effort or steps taken to complete a specific project or independent studies in specific issue."* AB

Fourthly, portfolio compilation experience generally boosts students' confidence to write in English. One student says *"...before writing of portfolio I don't have writing hand speed. After portfolio I write many letters by short period of time"*. JS The student seems to express the changes that he has observed in his own writing fluency. The change is mainly attributed to a change in students' confidence to write in English.

Finally, students' reflection commentary revealed that portfolio enhances students' independence as well as interdependence. Students have responsibility individually at the same time it motivates students to seek advice and comments from others. One student has said “ *I am writing this portfolio based on my background knowledge, to discuss some friends, and read the text book. During this time I am reflect my reading and writing skill.*” EM

#### **4.4.5. Analysis of Observations Data (pilot –study)**

##### **4.4.5.1. Analysis of the Observation Data from (EG)**

The qualitative observation was intended to collect data about the feasibility of PBA and to observe changes in students' behaviours. The data collected through qualitative observations by and large revealed that portfolio assessment positively influenced teacher- student rapport in EFL writing classes where students observed to seek help from the teacher repeatedly. Most of the time, students were observed to seek clarification at the end of class, and to come in group after the session to ask questions, to get confirmation, and voice their challenges.

Moreover, PBA influenced learners' “write and submit for assessment” mentality; students' at the very beginning seemed dissatisfied when the teacher requested them to rework on their finished writings. Students' major concern seemed to appease the teacher by way of making their handwriting legible and preparing a cover page for a single page writing homework. The students did not show interest to work on the writing they completed at home, but the teacher enforced them to work on their writing by implementing in-class peer assessment. This experience pushed the students' from their comfort zone but influenced their expectations' and views about peer assessment. Accordingly, students gradually seemed to feel at ease when they had seen the merits of reworking on their drafts.

More importantly, PBA seemed to promote students' cooperation to meet their learning goal. At the beginning, students were observed to be reluctant even to show their work to others. Students seemed to like competition than cooperation. Changes, however, were observed in students' feelings of cooperation, gradually. Students were seen to write comments on the works of their classmates. Delayed evaluation seemed to assure students to focus on the task at hand rather than the assessment.

The other observed changes in students behavior was the change in students' feelings while students were requested to write in class. At the beginning, students were observed to be nervous to manage their writing activity. A case in point, most of the students change their drafts repeatedly, touch their mobile phones time and again, and consult their e- dictionaries, try to get ideas from online sources, think for long time before putting their pen on paper, write few lines and discontinue writing for longer time. However, students were observed to be less nervous, even in examination sessions, so they were observed to ask the examiner's permission to have a piece of paper for drafting. In addition, students were also seen to work on a single draft till the teacher reminded them the remaining 15 minutes to write the final draft.

Finally, during writing session gradual improvement on students' on-task behavior was observed. Previously, students' seemed to consider writing as a home-take activity, so they were observed to be reluctant to write in class. However, students' interest to complete writing tasks was observed to improve after they had both in class and out of class writings.

#### **4.4.5.2. Analysis of the Observation Data from (CG)**

Observation of the control group was done for two major purposes. Firstly, it was done to check whether the experimenter managed writing instruction and assessment in accordance of the stipulated plan in the experimental procedures. Secondly, it was made to check the existence of observable behavior consistent with deep conceptions of writing.

The students' in CG were not given the opportunity to compile portfolio as a result writing activities were taught as most EFL teachers would manage the teaching of writing skills. Accordingly, students' were given lectures about different features of writing, and they were also given hometake and in-class writing activities and assignments. In addition, students were informed about the merits and procedures of process writing and techniques that improve the quality of their writing such as getting help from others and producing multiple drafts. However, the assessment scheme valued the writing product instead of the process. The teacher could advise students to employ different writing strategies, procedures and techniques to come up with a sound piece of writing. However, there was not such an assessment scheme that enforced students to employ the recommended writing strategies, procedures and techniques.

As the data collected through observation revealed, the teacher – student interaction during the lesson was observed to be very limited because students’ seemed to expect everything from the classroom teacher. Moreover, students did not show genuine interest to interact with the classroom teacher, and they appeared to be reluctant to collaborate with their classmates. Students were observed to focus on writing something on the paper not on what was written, and their major concern appeared to be submitting their assignment. Usually, students seemed to get satisfied with the face validity of their writing because they stick on issues that do not have significant impact on the quality of their writing. As a result, students seemed to value number of words, number of lines, indentations, neatness and the like. The students get satisfied whenever they produced a piece of writing appeared to be a paragraph or an essay. The students were observed to be reluctant to do in-class writing activities unless the papers were collected by the teacher. Students got satisfied after writing a few lines. Some students even stayed for long time without adding sentences or ideas that enrich their craft.

#### **4.5.Implications of the Pilot Study for the Main Study**

The pilot study focused on testing the feasibility of the experimental procedures and pointing out factors that adversely impact the validity and reliability of the research outcomes of the main study. Accordingly, different insights that helped the researcher improve the quality of the main study were identified from the pilot study. On the basis of the insights gained, the following improvements were made in the main study.

Firstly, in the pilot study teachers’ interviews were conducted to triangulate and validate the quantitative data. However, thematic analysis of the lived experiences of some selected cases appeared to be unsound to make generalizations about the population. In addition, the possibility of having multiple conceptions of teaching at a time and the dynamic nature of conceptions of teaching writing in accordance of the affordances of the teaching environment have made interviewing only some cases very perplexing to make decision to the whole population. The outcome space in a phenomenographic study, however, clearly shows the nature of teachers’ conceptions, hierarchical relationships and the frequency distributions. This helps us made decisions about teaching tendencies free from mere coincidence and chance.

Secondly, in the pilot study, the preferred data analysis scheme about teachers' conceptions of teaching writing was found to have two major limitations: establishing clear demarcations about the phenomenon of interest, and incoherent ontological and epistemological assertions. Accordingly, in the pilot study there was no clear demarcation between "conceptions of writing" and "conceptions of teaching writing". In practice, "conceptions of writing" is an aspect of "conceptions of teaching writing", but in the pilot study prominence appeared to be given to "conceptions of writing" not to "conceptions of teaching writing". Accordingly, teachers' views about "what is writing?" were highlighted in the pilot study. However, in the main study the focus was on "what is teaching writing?". In addition, the pilot study had limitations in terms of ontological and epistemological claims. According to Marthon and Booth (1997 as cited in Entwistle, 1997), phenomenography studied people's "different conceptions or structure of awareness" of a certain phenomenon of the researcher's interest. Thus, the ontological and epistemological assertions of phenomenography were found appropriate to study "conceptions" of teaching writing. Accordingly, in the main study, amendments were made on the qualitative data analysis scheme of teachers' interview.

Thirdly, amendments were made on students' questionnaire on the basis of the lessons learned during the pilot study. Some of the changes made on the instrument were rephrasing items that consist of some phrasal verbs, technical terms and less common terms, but considering the Ethiopian students' background and learning experiences the items were reworded. While students were filling the questionnaire, the researcher observed the whole process. The items that students found difficult were reworded because some students put marks on words and phrases they found difficult. Students found some phrases difficult to understand, so they were observed consulting e-dictionaries using their mobile phones. For instance, students appeared to get the phrase "doesn't bother me" difficult to figure out.

Fourthly, analysis of the post intervention data was made by using thematic analysis of the students' interviews. The analysis of the post intervention students' interviews was made by identifying themes that support the changes observed on students' conceptions of writing. Accordingly, long excerpts were taken directly from the text in order to make the context clear to

the audience. However in the main study, the reports of the thematic analysis of the post intervention interview were presented by using shorter codes and excerpts.

Fifthly, one of the objectives in the pilot-study was examining the correlation among students' conceptions of writing and their writing performance. However, this objective was avoided in the main study on the basis of the following rationales. For one thing, the number of participants was very limited to reach to meaningful decisions regarding the correlation of variables. Moreover, seeking relationships can independently be a research focus area. Accordingly, results with limited number of participants could make the analysis scanty. The findings in the pilot study had shown the expected direction of relationships, but the relationships appeared to lack significant and meaningful relationships among the variables that could be attributed to sample size. Secondly, as the subjects were taken randomly, results about expected relationships could not be free from the effects of different confounding variables. Additionally, the focus of the research was establishing the effects of PBA on conceptions of writing. As a result, the analysis appeared to be superficial because the objective deviates from the focus of the main research agenda.

Additionally, during the pilot study some students were observed to be reluctant to practice writing as early as possible because they considered portfolio like the assignments they accustomed to. For that reason, the experimenter tried to control students' engagement and practice as early as possible. The learners' early engagement in compiling the portfolio was observed to have positive contributions on the students' experiences of writing and the quality of their portfolios. In relation with the effects of PBA on conceptions of writing and writing performance, the power of the findings was not reported in the pilot study. However, in the main study Cohen's  $d$ , a preferred effect size measure of  $t$ - test comparisons, was employed to show the power or (the effect-size ) of the findings.

Finally, the sample size in the pilot study was restricted on 60 students considering the possibility of increasing the sample size in the main study. However, the researcher decided to take 60 students as a sample even in the main study based on the undermentioned rationales. Firstly, from the data collection and analysis process, the researcher realized that increasing the sample size could not have reasonable effects on the quality of the research. Selecting 30 cases

randomly from each group was enough to take representative samples (as 30 students represent above 50 % of the population). Borg and Gall (1979 as cited in Cohen,2000, P.93) suggest that “causal comparative and experimental methodologies require a sample size no fewer than fifteen cases”. Hence, the researcher believed that 30 cases are reasonably enough to make valid and reliable decision regarding the effects of the intervention on the experimental group. Secondly, during the pilot study the researcher realized the difficulty of coding the students’ responses meticulously because there were items that should be coded in the reverse order. Moreover the number of items in the students’ scale (70 items) made the coding of the items time taking and demanding. Thirdly, the assumed class size of first year students in the college of natural science was 50 students on average. However, the actual number of students in the class was found between 43 and 48. Accordingly, 30 cases was found ideal to get a homogenous samples from each group, and the sampling scheme could give the researcher a room to accomodate homogeneity of groups and normality of data.

## CHAPTER FIVE

### DATA ANALYSES, INTERPRETATIONS AND DISCUSSIONS

#### 5.0. Introduction

This chapter presents the analysis and interpretations of results of the main study on the basis of five major objectives of this study. Accordingly, the first objective of this research was examining the context of teaching and learning writing skills at Wollo University because the context is expected to cue the students' choice of conceptions and approaches. The second research objective emphasizes examining the current condition of learners' conceptions and approaches to writing. The third research objective focuses on exploring the effects of PBA on EFL students' conceptions and approaches to writing. Accordingly, whether PBA promotes students' deep conceptions of writing or not is one of the key concerns of this research. The fourth research objective is exploring the effects of PBA on the quality of first year Wollo University students' writing performance. Finally, the research focuses on investigating the teachers' and students' views about the merits and challenges of using PBA in EFL classes

#### 5.1. The Context of Teaching EFL Writing

In higher learning institutes (HLIs), effective teaching comprises nurturing educational environments that promote deep and meaningful learning. In the 3P models of learning by Biggs and Moore (1993 as cited in Dart, et.al. 2000, P.263), educational environment or teaching context involves multifaceted factors: conceptions of teaching and learning, curriculum, teaching methods, and assessment schemes. Similarly, Ramsdon (1992, P.62) states "educational environment or context of learning is created through our students' experience of our curricula, teaching methods and assessment procedures". However, in the teaching system where the curricula and the teaching materials are centrally designed, the nature of the educational environment is largely determined by teachers' conceptions of teaching and their assessment practices. As English language courses for undergraduates in Ethiopian HLIs are being delivered by using centrally designed and harmonized curriculum and teaching modules, the context of teaching is primarily determined by teachers' conceptions of teaching and their assessment practices. Teachers' scale, therefore, was designed to gather data about teachers' conceptions of teaching writing skills, their conceptions' of writing assessment, and their focus while delivering

written feedback. These variables were considered to illustrate the context of teaching writing skills

**Research Question one (RQ1):** *What seems the context of teaching EFL writing at Wollo University?*

### 5.1.1. EFL Teachers’ Conceptions of Teaching Writing (CTW)

Teachers’ conceptions of teaching writing refer to teachers’ general views about teaching writing. It emphasizes revealing the tendency of the philosophical, conceptual and theoretical basis of teaching writing.

#### 5.1.1.1. Analysis of EFL Teachers’ CTW Scale

Teachers can have multifaceted conceptions of teaching writing in a continuum between a tendency to traditional conceptions of teaching and a propensity to constructivist conceptions of teaching. Accordingly, a one sample t-test was used to examine the teachers’ inclination to traditional or constructivist conceptions of teaching writing.

**Table 5.1. EFL Teachers’ conceptions’ of Teaching Writing**

#### One-Sample Test

Variables	Expected mean	Mean	Std. Dev.	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
<b>TCTW</b>	39	45.19	3.803	7.460	20	.000	6.190	4.46	7.92
<b>CCTW</b>	42	50.62	4.566	8.650	20	.000	8.619	6.54	10.70

**NB. TCTW-** Traditional conceptions of Teaching Writing; **CCTW** – Constructivists’ Conceptions’ of Teaching Writing

As it is depicted in Table 5.1., the mean value 45.19 for Traditional Conceptions’ of Teaching Writing (TCTW) was found to be higher than the expected mean value 39. The difference between the mean values was compared by using a one sample t-test, and the result ( $t=7.46$ ,

$P < .05$ ) has shown that EFL teachers significantly favor traditional conception of teaching writing. Concerning the teachers' responses to Constructivist Conceptions of Teaching Writing (CCTW) the mean value 50.62 was found to be higher than the expected mean, 42, and the result ( $t = 8.65, P < .05$ ) has shown that the mean difference was found to be significant.

The results of teachers' scale appeared to show the teachers' tendency to employ both traditional and constructivist conceptions of teaching. Teachers appeared to favour both traditional and constructivist conceptions of teaching writing. The difficulty to make clear distinctions between teachers' esteemed beliefs and their actual practices made using only scales as data gathering tools less reliable. Accordingly, to bridge the gap and to make unbiased generalization regarding EFL teachers' conceptions of teaching writing, the researcher planned to use phenomenographic qualitative data collection and analysis scheme.

#### **5.1.1.2. A Phenomenographic Analysis of EFL Teachers Conceptions of Teaching Writing**

##### **5.1.1.2.1. Categories about Teachers' Conceptions**

Based on the phenomenographic analysis of the lived-experiences of 16 EFL teachers, six categories about teachers' conceptions of teaching writing were identified: (1) awareness-raising (2) equipping (3) mimicking (4) co-writing (5) practicing, and (6) inspiring conceptions of teaching writing.

##### **Category 1: Awareness-raising Conceptions of Teaching Writing**

The first category was teaching that focused on raising students' awareness of the writing process. The prime role of the teacher was conceived of as helping students know more about how to write. The teacher seemed to inform the students about the complex features of learning to write. Thus, teaching focuses on letting students acquire knowledge about how to do the writing. Some of the teachers preferred awareness-raising as they found teaching writing the other way complex and unmanageable.

*T9: "That is one mechanism, and most of the time I simply theoretize them that means at least to address the concept what it means what does a certain content related to writing is. Still it is theoretical"*

T2: *I always let them know that they should bring some kind of thought which can be used to enrich their writing. But allowing them or letting them walk through that kind of ..the thing that I am telling you is taught through some kind of theoretical not on practice on practical basis. It is because like I said the situation, in which we are in, does not allow us. All I have to do is raise their awareness.”*

T10: *“By the way it depends on the class size as I told you before for example I have been placed or assigned for art students, by the time the number of the students (was) were 13. So, I tried to just examine each and every student in the classroom. And I tried to evaluate the development of the student but what I do in other classes is just I teach as every social science subjects like geography, because I give the notes on the board, I write the sentences effective sentences, how to write effective sentences”*

**Table 5.2. . Variations in the categories of descriptions of conceptions of teaching writing**

<b>Categories</b>	<b>Category 1</b>	<b>Category 2</b>	<b>Category 3</b>	<b>Category 4</b>	<b>Category 5</b>	<b>Category 6</b>
<b>Key features of writing</b>	<b>Awareness - Raising</b>	<b>Equipping</b>	<b>Mimicking</b>	<b>Co-writing</b>	<b>Practicing</b>	<b>Inspiring</b>
	Cognitive (domain level: knowledge)	Linguistic and Cognitive (domain level: comprehension)	Linguistic and Cognitive (domain level: Application)	Linguistic, cognitive (domain level: analysis & synthesis) and Social	Linguistics, cognitive ( domain level: analysis & synthesis) , social	Linguistic, Cognitive ( domain level: evaluation) social
<b>Locus of teaching Writing</b>	How to do writing, theoretical issues of writing, no direct writing	Explicit teaching of writing conventions and controlled activities	Imitating models and guided and controlled writings	Communication, conveying meaning, practice group writing	Communication, conveying meaning, practice writing in class	Strategies and self-awareness; Out-of-class practice
<b>Beliefs in acquisition of writing skills</b>	Increasing knowledge about writing	Increasing knowledge of rules and patterns	Imitating model writings	Sharing experiences and knowledge	Practicing writing on individual basis	Learning by independent and self-regulated practice

## **Category 2: Equipping conceptions of teaching writing**

The second category was equipping learners with fundamental writing skills and knowledge such as rules, conventions and patterns. Accordingly, teachers appeared to emphasize the rules of the language, such as grammar, mechanics, spelling, and sentence patterns. Moreover, the teachers emphasize teaching structure of sentences, paragraphs and essays. They also focused on teaching the patterns of development or organization of a piece of writing, such as introducing controlling ideas, organizing supporting details, transitions, and conclusions.

*T3: “So, most of the time, I taught this writing skill and also I am teaching writing still now that mean basically within the grammar contents. That mean you know grammar is the rule ; it governs the language, and most of the time the formal language must be focused with what the rule based.”*

*T2: “as you know like the course we take the course we give has something to do with mechanics. I taught basics so basics requires preliminary things like dealing with the mechanics first”*

*T5: “For example, for paragraph writing and essay writing , like my focus would be you know the grammar like how they construct meaningful sentences based on the sentence structure they have learnt and the different I mean how students how students have produced free from faults different errors that they have learnt, so the focus the first focus would be grammar and the next would be mechanics like I would like to see you know how they are producing sentences free I mean how they write words free from spelling errors and how they use they punctuate their sentences this would be you know another focus area”*

## **Category 3: Mimicking Conceptions of Teaching Writing**

The third category of description was mimicking or modeling exemplary writings chosen by the teacher. Teachers believed that students could easily learn writing skills by imitating model writings. Students are supposed to copy structures, organizations, approaches, and diction. Mimicking is different from equipping because it mimics students engagement in some kind of writing. The teacher may have a role in dragging the students’ attention to the feature(s) that the teacher wants to pay attention to.

*T4: “There after I give them samples. The samples mostly I may write them on the board and we discuss. Which one of this sentence is topic sentence, which one is supporting and which one is a concluding sentence? We repeatedly do not only one sample but many samples. Then I encourage my students produce the same way.”*

*T15: "I give them input and sometimes though they have been given all these opportunities all these things you can find some students unable to in writing naïve naïve in writing you know what I do is I give them model sample paragraphs sample sentences so that they can produce"*

*T10 " What I think about the assignments I gave is just the ultimate goal of the assignment is enabling the students to do so I give different manuscripts example so that based on that example they are going to write their own paragraph their own sentences and their own essays."*

#### **Category 4: Co -writing conceptions of teaching writing**

Teachers with co-writing or collaborative conceptions of teaching writing focus on letting students engage in writing activities together by sharing ideas, experiences, and resources. Teachers employ different levels and patterns of interaction to meet different teaching objectives. Sometimes teachers use collaboration only at the prewriting stage to give students the opportunity to exchange ideas that enrich their subsequent individual writing. At other times, students work in groups to get feedback from peers, and work in groups to select one and revise it in groups for final assessment. There are also occasions where students work in groups from selecting a topic to proof- reading.

*T13: "As I have told you after I determined or just know the number of students I divided the student in a groups and I give the tasks and based on that tasks I will just you know control assist support how to even there is a gap I just give instruction if there is something bad with you a gap you can ask me and plus I give time for instance"*

*T5: "I let students involve in group task at the prewriting stage"*

*T7: "if you have got a large class, you do not expect to see everyone to evaluate them as a group normally group assignments in the classroom just to follow these processes there is a limit of time. They come up with this written material. It does not matter whether it is good or bad. What they have to do is follow the procedures and see that writing it takes time."*

#### **Category 5: Practicing Conceptions of Teaching Writing**

Teachers with practicing conceptions of teaching writing believe that writing should be taught by giving individuals the opportunity to write and rewrite. These teachers emphasize practicing writing and rewriting to meet communication goals and to convey meanings. Practicing conceptions of teaching writing has many similarities to the co-writing conceptions of teaching writing. However, the two types of teaching conceptions are distinct in terms of the level of writing opportunities provided on individual basis. Accordingly, teachers who favored practicing

conceptions of teaching writing conceived that learners would benefit more from opportunities to practice writing on an individual basis.

*T7: “Well , I can say if you ask a student to write something in the classroom usually they may be frustrated. Normally the individual assignment I give as homework. I know, all I want is the students to see that writing is a process it develops through practicing it develops through practicing those processes like I said developing ideas, and drafting, editing, and proof reading and finally the final work. This process if they have done in groups it will help them remember writing it takes time and it is a work that needs thinking.”*

*T9: “ And it also needs frequent practice like it is a very challenging skill in order to acquaint or be acquainted with the rules”*

*T13: “writing needs daily activity you have to write a paragraph a sentence every day. If you come in such a ways it is possible improve the writing skills but when you see the actual or the real event what is happening now in not just doing in such a way. ”*

#### **Category 6: Inspiring Conceptions of Teaching Writing**

Teachers’ with inspiring conceptions of teaching writing believed that students learn writing when they get the inspiration to get involved in independent and out –of class writing. Teachers appeared to focus on familiarizing students with tasks and activities that enhance writing habits even outside the confines of the classroom context. Accordingly, teachers appeared to promote holistic view of student learning and development since they believed that the time-bound courses could not bring the desired change on students’ skills and knowledge. Teaching writing entails teaching other skills or acquiring inputs from other related language skills.

*T16: “ I inspire my students especially when I teach paragraph writing because in paragraph writing in essay writing... when I teach them I tried to make highly to inspire...I invite students to bring something to read in the classroom or to read by themselves to exercise how can you describe something I give for them especially titles I give to them how can you describe your ex friends I inspire just I make them to be inspired .”*

*T6: “In my view teaching writing in this very short time is very difficult. One thing that I personally prefer is taking writing outside the classroom. There are different scenarios’ that we can use. For example, using the technology like the google docs, social medias”*

*T13: “I always engage them in a classroom but out of the classroom they are free and they may just now forget it knowledge by itself skill by itself can evaporate. You know, that is why they must react with themselves and that is self-study outside the classroom at home at every evening they attempt to write something at that time they can remember something how to write something you know that is I think my experience but do not forget that here are other points*

*to improve the writing skills the time constraints is a good frame, and knowledge and before someone writes I think he or she must read something you know read something for instance if you want to write some fiction you have to read the guidelines how to write fiction so there are extra points that can be considered in writing”*

#### 5.1.1.2.2. Relationships among the Categories

The six categories have structural and referential components that clearly showed the hierarchical relationships among the categories. (Refer to: Table 5.3.). Three features that showed the referential components of the categories were discovered by comparing and contrasting distinctiveness of the categories. Accordingly, conceptions of writing, locus of teaching writing, and beliefs in acquisition of writing skills have shown the distinctiveness of the six categories.

**Table 5.3. Referential and Structural Components of the Categories of Description**

<i>Referential component</i>	<i>Structural component</i>		
	Surface conceptions	Deep Conceptions	Level of complexity
<b>Awareness-raising</b>	<b>Category 1</b>		Simplistic , teaching about writing ( teaching does not involve direct writing)
<b>1 &amp; equipping</b>	<b>Category 2</b>		Somewhat complex than category 1; teaching rules and patterns , doing controlled writings
<b>2 and mimicking</b>	<b>Category 3</b>		Complex and developed than category 2 ; writing by imitating models
<b>3 and co-writing</b>		<b>Category 4</b>	Complex and developed than category 3; writing in group using writing procedures
<b>4 and practicing</b>		<b>Category 5</b>	Complex and developed than category 4; gives writing opportunity on individuals basis
<b>5 and inspiring</b>		<b>Category 6</b>	The most sophisticated

First, the conceptions of writing or the knowledge bases of writing reflect three distinct bases of knowledge: cognitive, linguistic, and social (Kong, 2018). Category 1 focused on the cognitive aspects of writing. However, the cognitive domain seemed to be restricted on “knowledge” level. Categories 2 and 3 appeared to focus on both the cognitive and linguistic aspects of writing, but

they were different in the cognitive domains. The former focuses on “comprehension” but the later emphasizes “application. Categories 4, 5, and 6 encompass the cognitive, linguistic, and social aspects of writing.

Second, the locus of teaching writing is another feature that shows distinctions among the categories. Consequently, Category 1 specifically appeared to emphasize letting students learn how to do writing in theory. Category 2, on the other hand, focuses on letting students know the basics of writing by explicit teaching of writing conventions and patterns. Category 3 emphasizes imitating models and performing guided and controlled writing activities. Category 4 and 5 emphasized communication, conveying meaning and in-class practice. However, Category 4 seemed to highlight group -writing and Category 5 appeared to adhere to individual writing. Category 6, the most sophisticated conception, focuses on teaching strategies such as self-awareness, out-of-class practice, and making students independent writers.

Third, beliefs about the acquisition of writing skills show teachers’ preferred ways of teaching writing. Teachers in Category 1 believed that students benefited from knowledge of how to write. Teachers in Categories 2 and 3 also believed that explicit teaching and imitating rules and patterns helped students learn writing. On the other hand, teachers in Categories 4, 5 and 6 believed that sharing experiences, writing on an individual basis, and self-directed engagement in writing helped students learn writing skills properly.

The structural relationships of the categories show the degree of complexity and inclusiveness of the six categories. Accordingly, the six categories were categorized into two structural components: surface conceptions and deep conceptions of teaching writing. Three categories of description (Categories 1, 2, and 3) were classified as surface conceptions of teaching writing because the teaching focused on transmitting knowledge and imitating rules and patterns from the works of others. On the other hand, the remaining three categories of description (Categories 4, 5, and 6) were considered as deep conceptions of teaching writing because teaching focused on helping students’ learn by interacting one another, engaging in consistent practice and developing strategic and independent thinking skills.

### 5.1.1.2.3. Distribution of Categories in the Outcome Space

The participants conceptions of teaching writing tended to reflect more than one category of descriptions. To demarcate the most frequently mentioned category and the other supplementary categories, two distinct symbols (“√ “and “▲”) were employed. These symbols have been used in a phenomenographic study by Chen, et.al. (2021). The symbol “√ “ is used to show a teacher identified with the given category of description, and the symbol “▲”, on the other hand , is used to refer to the most frequently mentioned category ( Refer to Table 5. 4).

**Table 5.4. : Teachers’ Conception of Teaching writing Frequency Distribution**

Teachers	Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
T1	(0)	▲√ (4)	(0)	√ (1)	(0)	√ (1)
T2	√ (3)	▲√ (4)	(0)	(0)	√ (1)	(0)
T3	(0)	▲√ (4)	(0)	(0)	√ (2)	(0)
T4	√ (2)	▲√ (5)	√ (1)	√ (1)	√ (5)	(0)
T5	√ (1)	√ (1)	√ (2)	√ (1)	▲√ (3)	(0)
T6	(0)	√ (1)	√ (2)	(0)	√ (2)	▲√ (2)
T7	√ (1)	√ (2)	▲√ (4)	√ (4)	√ (4)	(0)
T8	√ (1)	√ (2)	√ (1)	(0)	▲√ (7)	(0)
T9	√ (5)	√ (3)	√ (3)	√ (5)	▲√ (3)	√ (1)
T10	√ (2)	√ (2)	√ (2)	(0)	▲√ (4)	(0)
T11	√ (4)	▲√ (6)	√ (3)	(0)	√ (4)	(0)
T12	√ (1)	▲√ (7)	(0)	√ (1)	√ (6)	√ (1)
T13	√ (2)	√ (1)	(0)	√ (3)	√ (3)	▲√ (4)
T14	(0)	√ (2)	(0)	(0)	▲√ (7)	(0)
T15	√ (2)	√ (1)	√ (2)	▲√ (8)	√ (3)	(0)
T16	(0)	▲√ (4)	(0)	(0)	√ (2)	√ (1)
Total	▲= 0 (25) √= 11	▲ = 7 (49) √=16	▲=1 (20) √=9	▲= 1 (24) √= 8	▲=5 (56) √= 15	▲= 2 (10) √=6

As it is indicated in table 5.4, equipping conceptions of teaching writing (Category 2, n= 16) were found in every participant’s conceptions of teaching writing. Similarly, practicing conceptions of teaching writing (Category 5, n=14) and awareness-raising conceptions (Category 1, n=11) were also found in most teachers’ conceptions of teaching writing. However, inspiring conceptions (Category 6, n=7) and co-writing conceptions (Category 4 , n=8) were the least reported conceptions of teaching writing.

Consideration of the outcome space in general revealed that the majority of the teachers appeared to conceive of teaching writing as equipping learners with writing conventions and patterns. As shown in Table 5.4, seven teachers (▲n=7) were noticeably identified for having equipping conceptions which is taken as surface conceptions of teaching writing. On the contrary, five teachers (▲n=5) were identified as having practicing conceptions that are considered deep conceptions of teaching writing. Even if the five teachers comply with practicing conceptions of teaching writing critical scrutiny of their interviews revealed that contextual constraints such as (class size , time given to cover the course , nature of examinations and teachers work conditions ) adversely impact the implementation of their beliefs in practice.

More importantly, inspiring conceptions are expected to have a far-reaching influence on students' overall development as writers, especially in HLIs. However, only two teachers (▲n= 2) were identified as having inspiring conceptions of teaching writing, which is the most sophisticated of all deep conceptions of teaching writing.

Overall, the outcome space revealed that the teaching of writing skills to students at Wollo University appeared to foster surface conceptions of teaching.

### **5.1.2. EFL Teachers' practices of Assessment and Feedback**

#### **5.1.2.1. Analysis of Teachers' Scale ( conceptions of Assessment and Feedback)**

Teachers' conceptions of assessment and their practices of assessment and feedback have their own significant influence on the teachers' effort to establish a well functioning learning and teaching environment. Thus, a one sample t-test was employed to check the tendency of EFL teachers' conceptions of assessment and their practices of feedback.

**Table 5.5. EFL Teachers’ Practices of Assessment and Feedback**

**One-Sample Test**

Variables	Expected mean	Mean	Std. Dev.	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
<b>TCWA</b>	12	13.14	2.351	2.227	20	.038	1.143	.07	2.21
<b>CCWA</b>	18	18.76	4.582	.762	20	.455	.762	-1.32	2.85
<b>WFRDR</b>	36	36.24	7.341	.149	20	.883	.238	-3.10	3.58
<b>WFRSR</b>	30	37.95	7.290	4.999	20	.000	7.952	4.63	11.27

TCWA-Traditional Conceptions of Writing Assessment; CCWA-Constructivists’ Conceptions of Writing Assessment; WFRSR- Written Feedback Required Surface Revision; WFRDR-Written Feedback Required Deep Revision

As can be inferred from Table 5.5., the mean value of teachers’ Traditional Conceptions’ of Writing Assessment (TCWA), 13.14 was found to be higher than the expected mean value 12 . The one sample t-test result ( $t=2.22$ ,  $P<.05$ ) has shown that EFL teachers’ significantly favor the conventional mode of writing assessment. The teachers’ Constructivists Conceptions of Writing Assessment (CCWA) mean value 18.76 was found above the expected mean value 18, and ( $t=.762$ ,  $P>.05$ ) revealed that teachers’ do not significantly favor the practice of Constructivist Conceptions of Writing Assessment. The other aspect of teachers’ conceptions was the nature of self-reported teachers’ Written Feedback Required Deep Revision (WFRDR) and teachers’ Written Feedback Required Surface Revision (WFRSR). The mean value of the teachers’ responses to WFRDR, 36.24 was found to be higher than the expected average, 36. Thus, ( $t=.149$ ,  $P>.05$ ) evidenced that teachers’ do not frequently offer feedback that required deep revision. On the other hand, teachers’ responses to Written Feedback Required Surface Revision (WFRSR)(  $t=4.99$ , $P<.05$ ) revealed that the mean value, 37.95 was found to be significantly higher than the expected mean value 30. Thus, this evidenced that the teachers’ feedback focused on surface features of writing.

### 5.1.2.2. Analysis of Teachers' Interview ( Assessment and Feedback Practices)

The thematic analysis of the teachers' interview revealed five different types of categories about teachers' assessment practices: assessment for grading or marking, assessment for making teaching feasible, assessment as a teaching tool, assessment as a diagnostic tool and assessment for motivating learners. However, assessment for grading or marking appeared to be in the majority of the teachers' conceptions and practices of assessment.

- **Assessment for Marking or Grading**

Assessment for grading or marking is reflected when a teacher consistently employed assessment for the purpose of evaluation or making decision. As one teacher, clearly explained, he employed assessment that did not incorporate feedback. T2: *"Of course I give them a kind of assessment which does not entail some kind of feedback.... All can do is correction. I give them, mark. Giving them ten out of ...they do not know how they got it. I just give them this is the consent we made."* Another teacher clearly stated that he employed tests to assess the students' writing performance. T16: *"to evaluate my students' performance I use different ways of assessment one, it is test. Test is one of the evaluations. Teachers' who use assessment for grading appeared to talk about the weight given to writing tasks and activities. Additionally, teachers appeared to make assessment of the face validity of students' writings. T14: "Most of the time I focus on a kind of holistic kind of assessment instead of going deeply into each and every segment of students' writing. If I take a writing out of ten percent I just focus on the general frame of the students' texts and I usually assess it out of whatever I am assessing out of ten out of twenty .I do not usually go to discrete kind of points there."* Moreover, teachers clearly confirmed that they made assessment and feedback if they had time. *"I will assess result at last I will collect their work the same procedure if there is time I will just now marked and give feedback for them at that time if it is impossible it is must to bring their work to my home or to my office"*T13

- **Assessment for making Teaching Feasible**

Some teachers appeared to employ assessment for making teaching feasible. These teachers appeared to believe teaching as a sole responsibility of the teacher, and they seemed to be reluctant to change the spot light from the teacher to the students. Instead teachers preferred to

use mechanisms that maximize the possibility of giving direct feedback to the students. Thus, one teacher states that he used group writing assignments or group writing tasks to make the practice of assessment and feedback feasible. *“Usually, you know I give different group writing tasks probably because the number of students is one major factor. So I usually give, you know, group tasks but individual tasks rarely you know rarely I give students individual tasks to produce a paragraph on a certain topic.”* T5 Teachers believed that rendering feedback on individual basis lacked feasibility. Teachers believed that teaching writing without teachers’ intervention through appropriate feedback is pointless. Accordingly, teachers’ appeared to believe consistent use of group-writing could possibly lighten the teachers’ burden and maximize the feasibility of writing lessons.

- **Assessment as a Teaching Tool**

Some teachers also reported that they employed assessment as a teaching tool; they used group work and pair work to check students’ writings. One of the teachers also reported that he employed peer assessment by letting students exchange their writings. One teacher states, *“You may assign them be in group or in pair and they may check. You may let them exchange their work so peer evaluation.”* T1. Another teacher reported that his assessment did not focus only on the product rather it focused on the progress. *“look unlike most other of my colleagues I even give marks for the outline of the students. How they outline of the students how they generate ideas also marked. Not only the final one, the final one is another but the process itself is also evaluated. I encourage them to submit both the process as well as the product. That is how I check my students work.”* T4. The other teacher appeared to employ assessment for the purpose of helping students’ learn writing. The teacher used assessment to check students’ understanding. Thus, it can be considered as a teacher’s effort to use assessment as a teaching tool. *“The other one observation is also something I can get I have given them in the classroom. Then, I check their tasks classroom activity how they do I check and I give feedbacks so this way I have evaluated or measured my students understanding, or experiences or knowledge.”* T16

- **Assessment for Identifying Learners' Gaps**

As one teacher explained, he employed assessment for the purpose diagnosing students' learning needs. Identifying learning needs could also help teachers make informed decision and the decision in turn facilitated conducive learning environments that fostered students' learning and development.

*“you know the first thing you do is you diagnosed make a kind of diagnosis like this is important for preliminary information , so allow them to write individuals give them individual tasks then you find lots of problems all right so how many students are poor how many students are good you rate them and you organize you set them I sometimes I set a group means to help one another to fill the gap and the other is sometimes you need to give a lecture about writing” T15*

The teacher further illustrated that he employed assessment to identify areas of difficulty that need attention.

*“...So what who is best who is good who is poor and who is best in class .the first thing in the first class you should have Identified I usually ask them a number of questions to reflect to narrate a story or whatsoever who is grammatically poor who has a problem of vocabulary difficulty you can easily get information while students telling you something on a certain task this is what I do.”T15*

Using assessment for the purpose of identifying learning needs appeared to be similar with assessment as a teaching tool as they have lots of overlay in practice. However, assessment for diagnostic purpose appeared to come occasionally. Most commonly, it is employed at the beginning of the course.

- **Assessment for motivating learners**

Writing is demanding and it needs the writer's passion, energy and commitment to get involved in the ardent job of composing a paragraph, an essay or extended writings. Assessment sometimes may not have any one of the aforementioned purposes. As one instructor mentioned, sometimes students do not show interest to complete writing activities unless the activities are given marks . As one teacher states, *“mostly I do not give marks for whatever they are writing” T4*. However, teachers concealed the fact that they did not employ the students' writings for assessment purpose. This was done simply to heighten students' interest and engagement on the given task. Thus, teachers sometimes use assessment to grab students' interest by pretending

that the activities are going to be marked. In addition, teachers do not see all writing problems at a time. Teachers conceived that assessment should be consistent with the focus of the lesson to enhance students' enthusiasm to complete the writing activity. As one teacher, explains seeing all types of errors at a time would discourage students. Thus, assessment should give priority to focus areas of the lessons. In line with this T4, explains " *if I use everything in one piece of work for instance the grammar aspect as well as the communication, look that paragraph will be full of ink, full of red pen which is quite discouraging.* "

In general, the context of teaching EFL writing appeared to favour surface learning. As the phenomenographic analysis of teachers' interviews revealed, EFL teachers favored one of the simplistic conceptions, "equipping conceptions" of teaching writing. Additionally, due to contextual constraints "practicing conceptions" of teaching writing, an aspect of deep conceptions of writing, appeared to be less practicable. The assessment schemes also emphasized assessment for marking or grading and, assessment for making teaching writing feasible. Above all, the institutional regulation of assessment appeared to underscore paper and pencil test because 75-80% of the assessment usually allotted to paper and pencil tests (midterm examination 20-25% and final examination 50%). The department of English language and literature at Wollo University as a trend permitted only 25-30% for formative assessment.

## **5.2. EFL Students Conceptions and Approaches to Writing**

EFL students' existing conceptions and approaches to writing were explored by using pre-intervention writing tests and Students' conceptions and approaches to writing scale (IPICC scale of Lavelle, 1993, 2007). Studying the existing conceptions and approaches to writing was one of the specific objectives of the current study.

### **Research Question Two (RQ 2) : What are first year students' existing conceptions and approaches to writing?**

#### **5.2.1. Analysis of Pre-intervention Students' Writing Performance**

The writing pretest was given for two purposes. The first one is to check students' performance against the expected average that potentially shows the students' level of writing. The second purpose is to check the homogeneity of the groups in writing performances before the beginning

of the intervention. Accordingly, both groups were given a timed essay writing test at the very beginning of the semester. The topic to write the essay was very familiar and related with the life of the students: “*The uses of Science and Technology in everyday life*”.

**Table 5.6. A one sample t-test of EFL students’ Pretest Writing Performance**

	Expected mean	Mean	Std. Dev.	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Content	21.5	15.75	2.2876	-19.470	59	.000	-5.7500	-6.341	-5.159
Organization	13.5	10.34	2.2746	-10.756	59	.000	-3.1583	-3.746	-2.571
Vocabulary	13.5	10.29	1.9251	-12.910	59	.000	-3.2083	-3.706	-2.711
Language use	17.5	10.25	3.0843	-18.187	59	.000	-7.2417	-8.038	-6.445
Mechanics	3.5	2.17	.3166	-32.421	59	.000	-1.3250	-1.407	-1.243

As we can infer Table 5.6., the pretest results have clearly shown the students’ limitations to writing in English. Students’ writing performance (both in experimental and control groups) tended to fall on “very poor” and “fair to poor” category in all the five aspects of writing: content, organization, vocabulary, language use and mechanics of writing. It should be noted that the assessment was made using Jacobs, et. al. (1981) rubrics to assess writing skills,

As it can be inferred from table 5.6., pre-test mean values for content, 15.75, organization, 10.34, vocabulary, 10.29, language use 10.25, and mechanics 2.17 were found to be below their respective expected mean values. To check the significance of the differences, a one sample t-test was employed. The one-sample t-test results evidenced the students’ poor writing performance in all the five aspects of writing: content (t= -19.47, P<0.05), organization (t= -10.75,P <0.05) , vocabulary (t=-12.91,P <0.05) , language use (t=-18.18,P<0.05) , and mechanics (t= -32.42, P<0.05). The differences in the mean values were found to be significantly below the expected average in all the five aspects of writing. This result evidenced students poor writing performance in all the five aspects of writing: content, organization, vocabulary, language use and Mechanics.

### 5.2.2. Analysis of Students' Pre-intervention Conceptions of Writing

EFL students' pre intervention conceptions of writing was examined to study the existing students' conceptions of writing, and it was also done to have baseline data for postintervention measures.

**Table 5.7. A one Sample t test of EFL students CW**

	Expected mean	Mean	Std. Dev.	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Procedural	30	35.52	4.717	9.058	59	.000	5.517	4.30	6.74
Spontaneous Impulsive	33	35.53	5.064	3.875	59	.000	2.533	1.23	3.84
Low-Self Efficacy	42	46.37	5.194	6.512	59	.000	4.367	3.02	5.71
Elaborative	69	84.60	10.689	11.305	59	.000	15.600	12.84	18.36
Reflective Revisionist	36	35.92	3.941	-.164	59	.870	-.083	-1.10	.93

As it has been seen in table 5.7, mean values for all the three features of surface conceptions of writing (procedural, 35.52, spontaneous impulsive, 35.53 and low-self efficacy beliefs, 46.37) were found to be higher than the respective expected mean values. A one sample- t test was employed to check the significance of the differences between the two mean values. As the one sample t-test result revealed, the t-values for all the three elements of surface conceptions of writing (Procedural  $t=9.058$ ,  $P<.05$ , Spontaneous Impulsive  $t=3.875$ ,  $P<.05$ , Low Self-efficacy  $t= 6.512$ ,  $P<.05$ ) were found to be significantly higher than the expected average. This clearly shows the students' strong tendency to employ surface conceptions of writing.

In the same way, the students' deep conception of writing (Reflective Revisionist) was found to be a bit below the average, but the difference was not found significant ( $t= -0.164$ .,  $P>.05$ ), and the other component of deep conception of writing (Elaborative) was found to be significantly

higher than the average ( $t=11.3, P<.05$ ). Students' reflective revision conception of writing was not found to be significantly lower than the mean. Thus, the reflective revisionist conception was found to be average. That shows the students gaps to employ this deep conception of writing appropriately. Contrary to all the other conceptions' of writing, the students' elaborative conception was found to be significantly higher than the expected mean. This implies that the students employ elaboration as a technique to enrich their writing, but this result seems to contradict with the results in students' writing performance. Thus, there is a clear discrepancy in students' elaborative conceptions of writing and their actual performance in employing elaborative skills.

As the pre-intervention writing test results evidenced, students' writing performance (in all the five aspects of writing) was found poor, and significantly below the expected mean. Moreover, the one sample t-test result also showed the students' stronger tendency to employ surface conceptions of writing. All things considered, the preintervention measures in general confirmed the existence of gaps to foster deep and meaningful learning in EFL writing classes. Accordingly, the context of teaching EFL writing at Wollo University (teachers' conceptions of teaching writing and their assessment practices) emphasized surface and superficial learning. Additionally, the students' writing performance was also found to be poor. Above all, the results about students' conceptions and approaches to writing showed their tendency to surface conceptions and approaches to writing in English. These results as a whole logically confirmed the existence of the problem in the study area. The problem appeared to have logical inter connection. The teaching contexts did not give students cues and affordances that motivate them have deep conceptions of writing. That in turn influences students' behaviour, learning preferences and course expectations. All these potentially motivated students' to have surface approaches to leaning and poor learning out come. The results in general was found to be a sound reason to experiment PBA in order to look for solutions that possibly change the existing scenario in the research context.

### **5.2.3. Analysis of Groups Homogeneity in Pre-intervention Writing Tests**

Normal distribution of data is one of the key assumptions of employing a t-test to statistical data analysis. Thus, the normality of the data was checked by using Shapiro-Wilk tests of normality.

**Table 5.8. Shapiro-Wilk Normality of writing skills pretest score**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretst CG	.076	30	.200 <sup>*</sup>	.976	30	.716
Pretest EG	.156	30	.062	.934	30	.063

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The other purpose of the pre intervention test was to check the homogeneity of the groups in writing performances before the beginning of the intervention. An independent sample t-test was employed to check the homogeneity of experimental and control groups in writing performance before the treatment. To choose an appropriate statistical method, Shapiro-Wilk normality test was performed and the distribution of the variables revealed normality of the data ( $W = .976$ ,  $P > 0.05$ ) for CG and ( $W = .934$ ,  $P > 0.05$ ) for EG. Accordingly, parametric test was used to check differences between groups. Thus, equal variances were assumed in the subsequent statistical tests (Refer to Table 5.8).

**Table 5.9. Pre-intervention Descriptive Statistics of the WP of Students in EG and CG**

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Content	Experimental	30	15.600	2.4962	.4557
	Control	30	15.900	2.0902	.3816
Organization	Experimental	30	10.250	2.2922	.4185
	Control	30	10.433	2.2922	.4185
Vocabulary	Experimental	30	10.200	2.0282	.3703
	Control	30	10.383	1.8462	.3371
Language Use	Experimental	30	9.850	3.3326	.6084
	Control	30	10.667	2.8111	.5132
Mechanics	Experimental	30	2.183	.3592	.0656
	Control	30	2.167	.2733	.0499
Test1 Total	Experimental	30	48.08	9.7327	1.7769
	Control	30	49.55	8.4826	1.5487

As it can be inferred from Table 5.9., the group statistics has shown that the grand mean of the students' writing performance in EG and CG were found to be 48.08 and 49.55 respectively. In addition, there were slight mean differences between the results of the students' performance in all aspects of writing such as content, organization, vocabulary, language use and mechanics.

### Independent samples t -test

Independent samples t-test was used to check homogeneity of the groups in their writing performance before the intervention of this study.

**Table 5.10.A t-test for Independent Samples (Pre intervention Writing Performance)**

	Levene's Test for Equality of Variances		t- test for equality of means						
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>	<i>Mean difference</i>	<i>Std. Error difference</i>	<i>95% confidence</i>	
								<i>Lower</i>	<i>Upper</i>
<b>Content</b>	.819	.369	-.505	58	.616	-.3000	.5944	-1.4899	.8899
<b>Organization</b>	.001	.970	-.310	58	.758	-.1833	.5918	-1.3680	1.0014
<b>Vocabulary</b>	.328	.569	-.366	58	.716	-.1833	.5007	-1.1857	.8190
<b>Lang. Use</b>	.835	.365	-1.026	58	.309	-.8167	.7960	-2.4100	.7767
<b>Mechanics</b>	1.043	.311	.202	58	.840	.0167	.0824	-.1485	.1890

As it is seen in table, 5.10, the mean scores of students in experimental and controlled groups were not found to be statistically significant. Accordingly, the writing performance in all the five aspects of writing such as content ( $t = -0.505$ ,  $P > .050$ ), organization ( $t = -0.31$ ,  $P > 0.05$ ), vocabulary ( $t = -0.366$ ,  $P > 0.05$ ), language use ( $t = -1.026$ ,  $P > 0.05$ ) and Mechanics ( $t = -.202$ ,  $P > .05$ ) were not found to be statistically significant. This independent sample t-test evidenced the homogeneity of the experimental and controlled groups in their writing performance before the beginning of the intervention.

#### 5.2.4. Analysis of Groups' Homogeneity in Conceptions of Writing

Similarly, the students' conceptions of writing were measured by the Lavelle's Inventory of Processes in College Composition (1993, 2007). The descriptive statistics revealed that the mean scores of the students' conceptions of writing were found to have mean differences. However, to check the statistical significance of the mean differences, an independent samples t-test was employed (see Table 5.11).

**Table 5.11. Pre-intervention Descriptive Statistics of Students' CW ( EG and CG)**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Procedural	Experimental	30	35.80	5.176	.945
	Control	30	35.23	4.281	.782
Spontaneous Impulsive	Experimental	30	35.00	5.807	1.060
	Control	30	36.07	4.226	.772
Low-Self Efficacy	Experimental	30	46.50	5.348	.976
	Control	30	46.23	5.124	.935
Elaborative	Experimental	30	85.07	10.667	1.948
	Control	30	84.13	10.871	1.985
Reflective Revisionist	Experimental	30	36.27	4.177	.763
	Control	30	35.57	3.730	.681

#### Independent Samples t-test

As it is revealed in table 5.11, the mean scores of all the surface and deep conceptions of writing have slight differences. Thus, to check whether the difference is statistically significant or not, a two tailed independent sample t- test was employed.

**Table 5.12. Pre intervention t-test results of students' CW (EG and CG)**

	Levene's Test for Equality of Variances		t- test for equality of means						
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>	<i>Mean difference</i>	<i>Std. Error difference</i>	<i>95% confidence</i>	
								<i>Lower</i>	<i>Upper</i>
<b>Procedural</b>	3.369	.072	.462	58	.646	.567	1.226	-1.888	3.021
<b>Spontaneous –Impulsive</b>	2.830	.098	-.813	58	.419	-1.067	1.311	-3.691	1.558
<b>Low-self Efficacy</b>	.056	.814	.197	58	.844	.267	1.352	-2.440	2.973
<b>Elaborative</b>	.026	.871	.336	58	.738	.933	2.781	-4.633	6.500
<b>Reflective Revision</b>	.002	.965	.685	58	.496	.700	1.022	-1.346	2.746

As we can infer, table 5.12, the independent sample t-test for equality of means was employed to check differences between the mean values of the students' responses to different conceptions of writing. Responses to the three surface conceptions of writing (procedural  $t= 0.462$ ,  $P>0.05$ ), spontaneous impulsive ( $t=-0.813$ ,  $P> 0.05$ ) and Low self-efficacy ( $t= 0.197$   $P >.05$ ) and the two deep conceptions of writing Elaborative ( $t=0.336$   $P>0.05$ ) and Reflective Revision ( $t=0.685$   $P>0.05$ ) were not found to be statistically significant. This result has also confirmed the homogeneity of the groups in their conceptions of writing before the intervention.

### **5.2.5. Analysis of Pre-intervention Students' Interview**

The analysis of the students' interviews revealed six themes that appeared to reflect students' conceptions of writing. The themes were found to be : the *practice of writing in English*, *affect for writing*, *re-writing and revising* , *habits of writing in English*, *concerns for amendment* , *assertiveness to write in English*, and *perceived writing problems* .

- **The Practice of writing in English**

The first theme that reflected the students' surface conceptions of writing was the way students practice writing in English. Some students, therefore, do not directly write in English rather they first write in their mother tongue and translate it in to English. Students stated that "*I write in Amharic and change in to English by application*"; "*in my mind I say it in Amharic and then translate*". "*I interpret the Amharic version with English one.*"; "*I sometimes change what I write into English*". Even if the students appeared to translate, their practices appeared to be different. For instance, one student affirmed that he employed computer software that changes texts written in Amharic into English. The other student did not write a single word in Amharic on the paper, and he did not use any application to translate. However, he confirmed that the translation is going on in his mind. The interference of the students' L1 could make writing in English indirect and more tiresome. Translation by itself is tough that requires commitment and effort. Additionally, the variation in word- order, sentence structure, and expressive power of languages could make translation still a very tough job. Additionally, students conceived writing in English different, and primarily they appeared to worry about the grammar they use not the ideas they communicate. One student states "*we may not write as like we write in Amharic. In English first we consider what passive form what active form...*". The other student states "*I try to write but I have problem in grammar like appropriate words...*" As we have seen, the way students practice writing in English appeared to focus on mechanical and superficial aspects. Accordingly, it appeared to favor surface conceptions of writing.

- **Attitudes to Writing , Re-writing and Revising**

The second theme that reflected the students' conceptions of writing was the students' affect and practice of writing, re-writing and revising. Accordingly, most of the students appeared to have negative affect to writing, re-writing and revising. Students with surface conception of writing usually do not have positive affect to writing, and they make less revising in their endeavor to produce a paragraph or an essay. Students say, "*I prefer reading than writing*"; "*I do not advice assessment focuses on writing*". "*I give up before completing writing in English*"; "*I get a problem to write as requested by teacher*". In addition, students appeared to conceive writing as a one touch activity because they said "*I write and submit as it is*", "*I write cancel and write on the next page*", "*I write slowly not to delete what I write*". One student has shown the students'

concern for correcting errors; “*if something is wrong you can edit or rewrite*”. As we can deduce from the quotes, students conceived writing as a one-touch activity. In addition, they do not have positive feelings to writing and revising. However one student has shown his positive affect for rewriting and revising..” *I write and make it precise and short*”

- **Habits of Writing in English**

The third theme that reflects the students’ conceptions of writing was their habit of writing in English. As revealed in the interview, most of the students do not have the habit of writing in English unless ordered by the teacher. The students’ writing orientation, therefore, is strongly adhered to getting grade or mark. One student said “*I do not give attention if it is not marked*””; The other students also said “*I give attention if I submit my writing*”; “*unless ordered to do I do not have writing habit*”; “*I give no attention to my first writing*”. The students’ effort was considered teacher dependent, and it was also dependent on the teacher’s assessment scheme. “*Everything that I write may be assignment, homework,*”. Moreover, the students’ writing experience is confined on the procedures given by the teacher “*I follow the procedures given by the teacher*”; “*I get a problem to write as requested by teacher*”. However, one student has mentioned the idea of writing diary “*I write diary to remember everyday experiences*” “*I use writing to get my mind free*” . This has been considered as an aspect of deep conceptions of writing. Additionally, some students appeared to have the habits of writing because of their privileges in earlier grades. For instance, one student claimed his improved affect and practice of writing in English because he used to be a group leader to manage most of the writing assignments and group writing activities.” *I am a group leader I work a lot of assignments may be that...*”

- **Concern for Amendments**

Most of the time, students appeared to be reluctant to revise and rewrite their writings, and they have shown concern for making mainly cosmetic or surface changes. They say “*I improve capitalization like tense*”, “*I improve accuracy*”, “*I take in to consideration my hand writing*” “*I consider first passive or active forms*” The major concerns for amendment do not focus on the content of their writing and the message they want to convey to readers. Interview results have shown students’ strong concern to task completion and their limited concern for the

audience of their writing. Some students said, *“I do not consider my audience”* ; *“ I do not consider that the teacher is my audience”*; *“ I do not think of my audience”*. One student has shown his reluctance to consider audience in his writings. He would expect better quality of texts if he considered the audience of his texts. *“ No grammar problem if I consider the audience”* However, one student said that he added other points that made the topic clearer.

- **Students’ Assertiveness to Write in English**

Students’ assertiveness was found to be the other parameter to judge students’ tendency to surface or deep conceptions of writing. Unfortunately, most of the participants appeared to be less assertive regarding their English writing skills. Students, for instance, said, *“ I like writing in English but not capable”*, *“my writing results show my writing problem”* , *“teachers should consider the writing condition”*; *“I do not have the courage to improve my writing”*. Accordingly, students’ assertiveness appeared to be tuned by their self-perceived skill to write in English, their examination results, and the way they learn writing skills. Students appeared to talk about others even if they were asked to express their own personal experiences. This shows their non-assertive way of communication. *“Some students do not have writing experience”*, *“Some students do not write a single line in exam”*. Students seemed to blame university teachers, for the teachers focused on teaching and testing writing skills. One student said, *“teachers in university like to examine writing”*. The other student said, *“especially after I join university paragraph writing is required frequently”*. In reality, students appeared to blame as they are unsure of their capability to do what is required by the teachers.

- **Perceived Writing Problems**

Students’ perception of their own writing problems is one aspect of making distinctions between deep or surface conceptions of writing. Students’ self-perceived writing problems appeared to evidence the students’ surface conceptions of writing. For instance, students frequently mentioned that their major problems to write effectively are *“lack of knowledge in grammar”* , *“agreement”* , *“ I “forgot some words”*, *“that is the problem spelling ”* , *“words or different statements that can’t be described in English”* and *“using appropriate words”*. These issues reflect students’ concern for surface conceptions of writing. The students’ views about their own limitations reflect their limited understanding of writing in English. However, some of the

students' views that reflect deep conceptions “*major problem I face is lack of ideas*”; “*words or statements that can't be described in English*”

The pre intervention results by and large revealed students' poor writing performance and their surface conceptions' of writing. The results, therefore, confirmed the importance of the intervention (Portfolio-based assessment) in order to look for solutions that bridge the gap in students' conceptions of writing as well as their writing performance.

### **5.3. The Effects of PBA on EFL Students' CW and WP**

This research was planned mainly to examine the effects of PBA on first year EFL students' conceptions of writing and their writing performance. As we can infer from the first unit, researches on the use of PBA evidenced the constructive effects of PBA on EFL students' writing performance. However, the effect of PBA intervention on students' conceptions of writing is a research gap that has not yet been sufficiently answered. In this sub section, results of the post intervention measures are presented. Accordingly, results of the study about the effects of the intervention (PBA) on students' conceptions and approaches to writing, and on students' writing performance are presented as follow.

#### **5.3.1. Analysis of Post intervention Mean differences in CW**

The post intervention measures were taken for the purpose of checking the effects of the intervention, PBA, on EFL students' conceptions and approaches to writing as well as their writing performance. Thus, an independent samples t –test was employed to check statistical significance of the differences of the mean values before and after the intervention. Accordingly, in this section the following research question is going be answered:

**RQ3. “Is there any statistically significant difference between EG and CG in their CW?”**

As the group statistics in Table 5.13 shows, there are observed mean differences between the mean scores of students' conceptions of writing in EG and CG.

**Table 5. 13. Post Intervention conceptions of writing Mean Differences (Group Statistics)**

<b>Group Statistics</b>					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Procedural	Experimental	30	33.10	4.205	.768
	Control	30	35.70	4.211	.769
Spontaneous Impulsive	Experimental	30	36.77	4.240	.774
	Control	30	36.37	5.505	1.005
Low-Self Efficacy	Experimental	30	44.17	4.379	.800
	Control	30	46.97	5.455	.996
Elaborative	Experimental	30	88.00	9.127	1.666
	Control	30	85.63	10.943	1.998
Reflective Revisionist	Experimental	30	39.60	3.297	.602
	Control	30	36.43	4.023	.735

**Independent Samples t-test**

As it can be inferred from the group statistics in Table 5.13, mean differences were observed between EG and CG. Hence, the statistical significances of these mean differences in students' conceptions of writing were checked by using the independent samples t-test.

**Table 5.14. A t-test for Independent samples (Post intervention conceptions of Writing)**

	<b>Levene's Test for Equality of Variances</b>		<b>t- test for equality of means</b>						
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>	<i>Mean difference</i>	<i>Std. Error difference</i>	<i>95% confidence</i>	
								<i>Lower</i>	<i>Upper</i>
<b>Procedural</b>	.111	.740	-2.393	58	.020	-2.600	1.086	-4.775	-.425
<b>Spontaneous Impulsive</b>	.720	.400	.315	58	.754	.400	1.269	-2.140	2.940
<b>Low-self Efficacy</b>	.235	.630	-2.192	58	.032	-2.800	1.277	-5.357	-.243
<b>Elaborative</b>	1.21	.276	.910	58	.367	2.367	2.602	-2.841	7.575
<b>Reflective-Revision</b>	1.003	.321	3.335	58	.001	3.167	.950	1.266	5.068

Regarding students' conceptions of writing, mean differences were observed between experimental and control groups after the treatment. As the independent samples t-test results revealed the mean differences between the two groups were found to be statistically significant except the Spontaneous Impulsive conceptions ( $t = 0.315, P > .05$ ) and Elaborative conceptions of writing ( $t = 0.91, P > .05$ ). Accordingly, differences in students' Low Self-efficacy Beliefs ( $t = -2.192, P < .05$ ), Procedural conceptions ( $t = -2.393, P < .05$ ) and Reflective Revision ( $t = 3.335, P < .05$ ) were found to be statistically significant ( see Table 5.14 ).Thus, students' in EG were found to be less procedural and more efficacious. Furthermore, Cohen's effect size values ( $d = -0.62$ ), ( $d = -0.56$ ) and ( $d = 0.86$ ) for Procedural, Low Self Efficacy and Reflective Revisionist conceptions of writing respectively suggested moderate practical significance.

### 5.3.2. Analysis of Post intervention Mean differences in WP

One of the objectives of this study was to check the effects of PBA on students' writing performance. Accordingly, the students' in both groups (EG and CG) were given post intervention test, and the results of the post intervention tests were summarized and tabulated (Refer. to Table 5.15)

**Table 5.15. Post Intervention Writing Performance Mean Differences (Group Statistics)**

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Content	Experimental	30	18.767	2.7029	.4935
	Control	30	17.083	2.2972	.4194
Organization	Experimental	30	13.350	2.5669	.4686
	Control	30	11.133	2.3450	.4281
Vocabulary	Experimental	30	13.000	2.4983	.4561
	Control	30	11.167	2.2680	.4141
Language Use	Experimental	30	13.433	2.9383	.5364
	Control	30	11.617	2.7999	.5112
Mechanics	Experimental	30	2.950	.7352	.1342
	Control	30	2.583	.6444	.1176

Mean differences were observed in students' post intervention writing performance results in all the five aspects of writing: Content, Organization, Vocabulary, Language use and Mechanics.

Consequently, independent samples t-test was employed to answer the following research question.

**RQ4. “Is there any statistically significant difference between EG and CG in the mean scores of their WP?”**

**Table 5.16. A t-test for Independent samples (Post intervention Writing Performance)**

	Levene’s Test for Equality of Variances		t- test for equality of means						
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>	<i>Mean difference</i>	<i>Std. Error difference</i>	<i>95% confidence</i>	
								<i>Lower</i>	<i>Upper</i>
<b>Content</b>	.766	.385	2.599	58	.012	1.6833	.6476	.3869	2.9797
<b>Organization</b>	.113	.737	3.492	58	.001	2.2167	.6348	.9461	3.4873
<b>Vocabulary</b>	.013	.910	2.976	58	.004	1.8333	.6160	.6002	3.0665
<b>Lang. Use</b>	.071	.791	2.452	58	.017	1.8167	.7410	.3334	3.3000
<b>Mechanics</b>	.854	.359	2.054	58	.044	.3667	.1785	.0094	.7240

For the post intervention test, the F-values for Levene’s test for equality of variance revealed the possibility of comparing the post intervention mean values of writing sub-skills. F-values for (content 0.766, organization 0.113, vocabulary 0.013, language use, 0.071 and Mechanics, 0.854 at  $P > 0.05$ ) revealed the homogeneity of the variance. (Refer to Table 5.16. )

After the intervention, mean differences were observed between experimental and control group in their essay writing test results. In other words, the writing test results of students in experimental group exceeded the test results of the students in control group.

To check the significance of the mean differences between EG and GG, a t-test for independent samples was employed. As the independent samples t-test results revealed (See Table 5.16), the mean differences in writing performance between the students’ in EG and CG were found to be statistically significant. Accordingly, the t-value for content ( $t=2.599, P<.05$ ), organization ( $t=3.492, P<.05$ ), vocabulary ( $t=2.976, P<.05$ ), language use ( $t=2.452, P<.05$ ) and Mechanics

( $t=2.054$ ,  $P<.05$ ) revealed that students in EG significantly outperformed than students in CG in the post intervention essay writing test. In addition, the Cohen's effect size values ( $d=0.67$ ), ( $d=0.90$ ), ( $d=0.77$ ), ( $d=0.63$ ) and ( $d=0.54$ )) for content, organization, vocabulary, language use and mechanics respectively suggested moderate practical significance of the findings.

### 5.3.3. Analysis of Pre and Post Intervention Mean Differences ( CG)

The paired samples statistics revealed the mean differences of the two dependent groups or samples. In other words, it is the differences in the mean scores of the preintervention and post intervention measures of the variables.

**Table 5.17. Paired samples statistics of CG**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRO 1	35.233	30	4.2805	.7815
	PRO 2	35.700	30	4.2112	.7689
Pair 2	SPI 1	36.067	30	4.2258	.7715
	SPI 2	36.367	30	5.5054	1.0051
Pair 3	LSE 1	46.233	30	5.1239	.9355
	LSE 2	46.833	30	5.4272	.9909
Pair 4	ELA 1	84.133	30	10.8715	1.9848
	ELA 2	85.633	30	10.9434	1.9980
Pair 5	RR 1	35.567	30	3.7295	.6809
	RR 2	36.433	30	4.0231	.7345
Pair 6	CONT 1	15.900	30	2.0902	.3816
	CONT 2	17.083	30	2.2972	.4194
Pair 7	ORG 1	10.433	30	2.2922	.4185
	ORG 2	11.133	30	2.3450	.4281
Pair 8	VOCA 1	10.383	30	1.8462	.3371
	VOCA 2	11.167	30	2.2680	.4141
Pair 9	LANG 1	10.667	30	2.8111	.5132
	LANG 2	11.617	30	2.7999	.5112
Pair 10	MECH 1	2.167	30	.2733	.0499
	MECH 2	2.583	30	.6444	.1176

Using paired samples statistics is one way of checking the validity of the research findings. Accordingly, a paired samples t-test was employed to compare students' mean differences before and after the intervention with in groups. The paired sample t-test was employed to check differences in the mean scores of students' conceptions' of writing and writing performance before and after the intervention. Accordingly, the paired samples statistics of the CG is presented in Table 5.17.

**Table 5.18. Paired Samples t-test for Control group**

Variables	Paired Samples Test					t	Df	Sig. (2-tailed)
	Paired Differences			95% Confidence Interval of the Difference	Std. Error			
	Mean	Std. Deviation	Mean					
PRO 1 - PRO 2	-.4667	6.3503	1.1594	-2.8379	1.9046	-.403	29	.690
SPI 1 - SPI 2	-.3000	8.1965	1.4965	-3.3606	2.7606	-.200	29	.843
LSE 1 - LSE 2	-.6000	6.9560	1.2700	-3.1974	1.9974	-.472	29	.640
ELA 1 - ELA 2	-1.5000	16.6459	3.0391	-7.7157	4.7157	-.494	29	.625
RR 1 - RR 2	-.8667	5.1778	.9453	-2.8001	1.0667	-.917	29	.367
CONT 1 - CONT 2	-1.1833	2.3653	.4318	-2.0665	-.3001	-2.740	29	.010
ORG 1 - ORG 2	-.7000	2.4233	.4424	-1.6049	.2049	-1.582	29	.124
VOCA 1 - VOCA 2	-.7833	2.1362	.3900	-1.5810	.0144	-2.008	29	.054
LANG 1 - LANG 2	-.9500	2.6985	.4927	-1.9576	.0576	-1.928	29	.064
MECH 1 - MECH 2	-.4167	.5884	.1074	-.6364	-.1969	-3.878	29	.001

As it is depicted in Table 5.18, the paired samples t - test evidenced no significant difference between the pre intervention and post intervention measures of students' conceptions of writing. Moreover, the differences in the mean values of three aspects of writing (organization, vocabulary and Language use) were not found statistically significant, but the mean differences in the two aspects of writing (content ( $t=-2.74$ ,  $P<0.05$ ) and mechanics ( $t= -3.878$ ,  $P<0.05$ ) were found to be significant. As we have seen the results of the other variables, conventional assessment has less power to influence conceptions of writing , but still it has contribution to improve students' writing performance mainly the content and mechanics of writing. This can be attributed to the nature of teaching and assessment and the students' course experience.

### 5.3.4. Analysis of Pre and Post Intervention mean differences ( EG)

As the paired sample statistics revealed, there are changes in the mean values of the variables among the students in the experimental groups (refer to Table 5.19). Then, paired sample t-test was employed to check whether the changes seen were statistically significant or not.

**Table 5.19. Paired Samples Statistics (EG)**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRO 1	35.800	30	5.1755	.9449
	PRO 2	33.100	30	4.2047	.7677
Pair 2	SPI 1	35.000	30	5.8072	1.0603
	SPI 2	36.767	30	4.2401	.7741
Pair 3	LSE 1	46.967	30	5.4550	.9959
	LSE 2	44.167	30	4.3793	.7995
Pair 4	ELA 1	85.067	30	10.6672	1.9475
	ELA 2	88.000	30	9.1275	1.6664
Pair 5	RR 1	36.267	30	4.1766	.7625
	RR 2	39.600	30	3.2968	.6019
Pair 6	CONT 1	15.600	30	2.4962	.4557
	CONT 2	18.767	30	2.7029	.4935
Pair 7	ORG 1	10.250	30	2.2922	.4185
	ORG 2	13.350	30	2.5669	.4686
Pair 8	VOCA 1	10.200	30	2.0282	.3703
	VOCA 2	13.000	30	2.4983	.4561
Pair 9	LANG 1	9.850	30	3.3326	.6084
	LANG 2	13.433	30	2.9383	.5364
Pair 10	MECH 1	2.183	30	.3592	.0656
	MECH 2	2.950	30	.7352	.1342

### Paired samples t- test (EG)

The statistical significance of the mean differences between pre intervention and post intervention measures of the variables in EG ( Refer to Table 5.19) were checked by using paired samples t-test.

**Table 5. 20 Paired Samples t –test for EG**

	Paired Samples Test							
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper				
PRO 1 - PRO 2	2.7000	7.0278	1.2831	.0758	5.3242	2.104	29	.044
SPI 1 - SPI 2	-1.7667	6.5321	1.1926	-4.2058	.6724	-1.481	29	.149
LSE 1 - LSE 2	2.8000	6.5517	1.1962	.3536	5.2464	2.341	29	.026
ELA 1 - ELA 2	-2.9333	14.2923	2.6094	-8.2702	2.4035	-1.124	29	.270
RR 1 - RR 2	-3.3333	5.7436	1.0486	-5.4780	-1.1887	-3.179	29	.004
CONT 1 - CONT 2	-3.1667	1.9357	.3534	-3.8895	-2.4438	-8.960	29	.000
ORG 1 - ORG 2	-3.1000	1.8023	.3291	-3.7730	-2.4270	-9.421	29	.000
VOCA 1 - VOCA 2	-2.8000	1.9100	.3487	-3.5132	-2.0868	-8.029	29	.000
LANG 1 - LANG 2	-3.5833	3.0515	.5571	-4.7228	-2.4439	-6.432	29	.000
MECH 1 - MECH 2	-.7667	.6661	.1216	-1.0154	-.5179	-6.304	29	.000

As it can be inferred from Table 5.20, the mean differences of the pre and post intervention measures of students’ in EG were found to be statistically significant in most of the variables measured. However, the mean differences between pre intervention and post intervention measures of some of the variables such as Spontaneous-Impulsive conceptions of writing ( $t = -1.481$ ,  $P > 0.05$ ), and Elaborative conceptions ( $t = -1.124$ ,  $P > 0.05$ ) were not found significant. Even if there were changes in the mean values of the variables that supported the positive contribution of PBA to make students more elaborative, the difference was not statistically significant. In addition, Spontaneous Impulsive conceptions of writing appeared to be non-responsive to PBA.

### 5.3.5. Analysis of Post Intervention Students’ Interview (EG)

Post intervention interviews with students in experimental groups were employed to collect data about students’ conceptions of writing after the intervention. The thematic analysis of the interview transcripts yielded six different themes or categories. The themes are expected to show the students’ post intervention conceptions of writing. The categories showed the learners’ views

about *the importance of writing, the process of writing, the importance of practicing, and ones capability to write (self-beliefs), perceived writing problems, and autonomy.*

- **Conceptions about the importance of writing**

After the intervention, portfolio writing experience provided students in the EG the opportunity to understand the merits of effective writing. Accordingly, the students witnessed the importance of learning English in general and learning writing skills in particular. *“Now...we understand the depth of the subject matter”, “I start to give attention to English lessons...”, “we found the assignment interesting”* . Students appeared to think of the possibility of learning to write in future. *“It is also very good for our future.”, “I have problems, and I know that I have to improve. I have not yet studied or worked on the problems I have, but still I improve in this way.” “ If they try it ,they will be benefited”* Portfolio also makes students proactive to feel less worried about examinations. *“When I get myself ready for examination, I found portfolio a useful tool.”* Students also appeared to observe the role of writing for communication and mutual understanding. *“I have learnt how to attract the readers and how to get the attention of the audience.”*

- **Conceptions of Writing as a Process**

.After the intervention, students’ responses revealed their changing conceptions of writing as a process. Students conceived that good writing involves planning. *“when I try to write, first I planned “ “I plan as I write the portfolio” “first I planned and second I draft..” ““I write my ideas in accordance of my plans”* Moreover, the students appeared to emphasize rewriting or revising. Students appeared to write first drafts with little difficulties. *“I did not know what has been said draft previously.” “It is difficult to write at a time”. “I rewrite again by revising the problems.” I draft freely without any you see on the draft” “I write it as draft”. “I revised it and rewrite the final draft”*. Students also appeared to know the dynamic nature of writing, and the possibility of changing ideas and words freely at any time. *“You make changes of words freely.” “You improve something for the second time.” “I improve what I have seen as a problem on the spot or on the draft”*.

- **Conceptions on the importance of Practicing**

One of the manifestations of surface conceptions of writing was students' beliefs about the possible ways of improving writing skills. In the pre-intervention scheme, students conceived studying grammar and vocabulary as a possible way of improving writing competence. However, after the intervention, students started to reflect the significance of practicing. *"procrastination makes writing difficult"* *"what I have learnt important is going directly in to practice without delay or procrastination."*, *"Now writing became compulsory"*, *"I expected that I improved something about my writing skill."* Students' reflection also supported the changing conceptions of improving ones writing skills. Students conceived that the quality of writing is excelled by way of consistent practicing on every day basis. *"Practicing and trying again and again for writing"*, *"daily writing tasks are necessary to have a good writing experience"*

- **Conceptions of Self -Beliefs**

Learning writing the hard way through compiling portfolios was a frustrating experience at the beginning because students did not have adequate experiences and background knowledge. After students went through writing portfolios, the experience helped them boost their confidence to write in English. *"I can't write anything at past classes"* *"I learn from this something when I write portfolio."*, *"Yes, I have got new experiences."* . Students previously appeared to focus on producing error free text at once because they conceived writing as a one touch activity. However, after they had the experiences of compiling portfolio, they seemed to recognize the merits of rewriting to manage writing tasks effectively. This experience appeared to boost students self beliefs to write in English. *"I find rewriting the improved version on a new sheet interesting"*; *" I remember points that I missed while writing"* *"I need to write without any fear or frustration"*. *"If I write for the third time,I do expect better improvement on the quality of my writing."* Additionally, PBA appeared to give students opportunity to write freely on issues of their own personal interest, and the teaching and learning environment emphasized communicating ones ideas. This experience appeared to have constructive influence on students self beliefs to write in English. As one student stated, *"we have been informed to write freely"* *" I did not afraid to write"*. *"In the future, after we select department I think I will not face writing problems"* More importantly, students appeared to believe that direct engagingment in writing helps them recognize their writing probems and take corrective measures easily. One student

stated that *“what I have learnt important is going directly into practice without delay or procrastination”*.

- **Perceived Writing Problems after the intervention**

After the intervention, changes were observed on students' conceptions of their major writing problems. Thus, students started pointing out deep writing and revision concerns. *“It does not keep flow of ideas.”*, *“it has a problem of coherence”* ; *“the sentences do not keep the flow of ideas.”*. Additionally, some students affirmed the problem they faced in their attempt to begin writing. They seemed to recognize the adverse effects of affective factors (“writer’s block”). One student stated this scenario as , *“previously, I spent more time thinking about the topic even before I put pen on the paper”* *“from writing examination and from practicing writing what I understand is that procrastination makes writing difficult”*. Furthermore, students appeared to see their writing problems from a broader perspective as their writing problem is rooted in their previous schooling experience. They conceived that their problem is lack of experience and fear. *“ when I am writing portfolio my paragraphs lack flow of idea “ “because by background learning” “ because I can’t write anything at past classes” “ I fear and I don’t know that”*. Students’ also started to reflect on the basic limitations of their previous learning experiences. *“Teaching in the previous grades from 9-12 emphasizes grammar”*; *“ grammar knowledge only would not make us effective writers ” “ we were not given this kind of things in our previous grade” “ in our previous grades teachers did not compel us to write.”*

- **Conceptions about Autonomy**

Portfolio compilation experience appeared to changed students' view about learning in general and writing skills in particular. Portfolio has made learning student-directed, and it has also given them opportunity to write about themselves. *“I write on the given issues but I did not copy.” “I select activities and write on the given activities.”*, *“It helps you revise what you have learnt previously”*. Students also expressed the experiences of looking for other sources of knowledge to complete their writing tasks. *“you can use references”*, *“ when you take from references, you cannot take everything directly”*, *”by consulting dictionaries”*. Students also started to integrate learning experiences with their own experiences in life which gives meaning and immediacy to their learning experiences. *“I relate what I write with my life” “There are places where I write*

*on my personal issues.”, “I write about all my questions and doubts.”; “ I express my character.”*

### **5.3.6. Analysis of the Students’ commentary on Reflection Sheets**

Students were given reflection sheets with prompts that help them reflect on their learning experiences. As the content analysis of the students’ reflections from selected portfolios revealed, six different themes that supported the change in students’ conceptions of writing were identified.

The first issue that reflects the students’ changing conceptions of writing was their concern and affect for drafting and revision writing. One student states the importance of planning and drafting. S8: *“I plan to improve my hand writing by first doing draft and finalize my ideas before I do other writing activities because I have seen how beneficial it is.”* The other student supported the importance of drafting to improve the quality of writing, S3: *I have used various techniques to improve the quality of my writing. Just to mens[t]ion , I tried to improve by looking at the notes and exercises written in our module, sharing internet using phone, as well as repeatedly practicing drafts on paper by my own and using the guidelines given by our lecture [r]”* The other student has mentioned some examples of drafting . Accordingly, the student improves her writing by S4: *“drawing drafts, choosing suitable words reconstruct the wrong[ed] / incorrect sentences’ trying to write with correct idea flows”* Concern for revision and rewriting was not part of the students’ learning experiences previously. Accordingly, students reflect on the advantages of this experience. A case in point, S3: states *“My previous English language writing experience is limited, so I have a problem of doing the writing activities that is given to me. The problems also showed me that I have to learn from my gap and try again and again to improve myself in the future.”* S8: *“the attempt that I made to improve my writing are seen through the drafts.”*

The second issue that shows the change in students’ conceptions of writing was perceived writing problems. Students in the preintervention interview mainly revealed their limitations in superficial writing problems such as grammar, punctuations and spelling. However, after the intervention students started to observe writing problems that reflected students’ deep

conceptions of writing. A case in point, one student has mentioned S2: *“preparing logical transition”*; S4: *lack of ideas, constructing ideas with correct flow, lack of experience in writing, mood swings , lack of attention”* as perceived problems in their experiences of writing. The students’ perceived writing problems were also seen on students’ reflection as the challenges they faced while they were doing the writing assignments. Accordingly, *“lack of organization of ideas”*, S7 *“lack of flow of idea”* , *“ weak argumentation”* ,S1 *“ structure ideas effectively”* *“lack of background knowledge”* *“I have to be less writing experience”* *“ I have to know that my level are less than matured”* S5 *“lack of confidence in writing by English”* S1 were perceived writing problems mentioned as challenges to complete the writing assignments. Students also mentioned experiences that helped them improve the quality of their writing. For instance, S2: states, *“the most important experience that I have obtained from the final session was the need of logical transitions when writing any kind of essay, manuscripts”* S1 also stated that *“Writing skill allows me communicate clearly with others and create useful resources for the work place. I improve an ability to recall information, make connection between different concepts and synthesize information in new ways”*

Thirdly, portfolio-based assessment appeared to change students’ views of learning in general and of writing skills in particular. One important development that possibly witnessed a change in students’ view of learning is making them ready for learning as they were able to understand their limitations. As one student stated, he had skill gaps in writing that need his attention in the future: S3: *from these writing activities, I understood that I am not fully qualified in English language at current situation.* The other student underscored the the importance of diligence to excel in writing. S7: *“the most important point that I have learned from the writing activity is that I should work hard and that my hard work will pay off as it has done in this assignment and there are a lot of ways to writing and that I can express ideas as a choice”*. Additionally, a student pointed out that portfolio assessment is demanding, but it is rewarding. He talked about the importance of writing to succeeded in other subjects at schools and universities. S11: *generally from prepared the portfolios or my assignment I got more important than its challenge because the experience or ability of communicative English is advantages for other subjects to understand and increase knowledge”*. Others also proposed their learning aspirations in the near

future: S8: *“I also plan to use these lessons on normal writing and not only activities.”* S3: *“I can say that I need to do many exercises and improve myself in the future”*

Fourthly, portfolio writing experience in general boosts students’ self-beliefs and confidence to write in English. One student has shown his positive views towards constructive comments or criticism because comments seemed to pinpoint areas that need one’s attention. S4: *I need to refer to many books and reference materials I have to be confident to receive criticism about my writing and learn from it.”* One main challenge in teaching writing was students’ reluctance and lack of confidence to collaborate, give feedback and receive feedback. After the portfolio compilation experience, students’ reflection evidences a change in their feelings of collaboration in order to improve the quality of their writings. As one student states, *“to improve it I need to talk with my friends, watch various tutorial vedios, write and practice different articles in order to develop it in the future.”* S3.

The fifth issue that revealed the changing conceptions of students was learned skills and knowledge as claimed by the students. The skills and knowledge could possibly develop by the students’ course experience. However, excerpts that have specifically mentioned PBA as an attribute of the changes were chosen to avoid exaggeration and bias. Accordingly, one student has mentioned the contribution of portfolio to change students writing habit. S7: *“assessment is crucial for students in order to develop English writing skills and experience habit[e] of constructing a paragraph and an essay.”* The other student has also mentioned that he learned how to revise and write some styles of writing. S1: *“I reform so many mistakes now I know some writing styles after the assignment. I know what I do not know and I am so happy”* S1: *Writing skill allows me communicate clearly with others and create useful resources for the work place. I improve an ability to recall information, make connection between different concepts and synthesize information in new ways*

The sixth issue revealed in the students’ reflection commentary was the issue of promoting independence as well as interdependence. As portfolio- based assessment fosters out-of class learning, students reflect on their experiences of looking for other sources of information including their classmates as sources of knowledge. Accordingly, one student eloquently states, S3: *“to improve it I need to talk with my friends, watch various tutorial vedios, write and*

*practice different articles in order to develop it in the future*". The other student also strengthen this ideas as follow: S3: " *fill these gap I have used notes from learning materials, google searches, watching vidios and asking friends to help me as references*". Others also strengthen this idea as follow: S4: "*watching related videos on the internet , practicing more.*"S4 In the students reflection commentary there were evidences that supported a change in the students' independence, collaboration and interdependence as well. Students appeared to shoulder responsibility individually at the same time they seek advice and comments from others. One student has said " *I am writing this portfolio based on my background knowledge, to discuss some friends, and read the text book. During this time I am reflect my reading and writing skill.*"

#### **5.4. The Challenges and Merits of Using PBA in EFL Writing Classes**

In the context of Ethiopian HLIs, PBA was not a familiar way of assessing students' writing performance. As a result, using PBA was regarded as a new experience to the experimenter and the students as well. This assessment scheme might have its own challenges and merits in the context of Ethiopian HLIs. In the couse of this research endeavor, the researcher came to know that incorporating the challenges and merits of using PBA in EFL writing classes enriched this study indifferent respect. Firstly, PBA is not a commonly practiced assessment scheme in the research context. Thus, leaving what the participants felt about this innovative assessment potentially made the research incomple. Readers would ask a question about the participants' feelings whatever effects PBA might have on learners' conceptions and approaches to writing. Secondly, incorporating participants' feelings about the challenges and merits of PBA could make the study comprehensive, and it would also suggest areas that need attention for successful integration of PBA in HLIs curricula. Accordingly, exploring the perceived challenges and merits of PBA was included as one of the objectives of the current study.

#### **RQ 5. What are the participants' views about the challenges and merits of PBA?**

##### **5.4.1. Perceived Challenges of Using PBA**

Identifying the perceived challenges of implementing PBA has its own importance to take the factors into consideration before we adopt PBA. To identify the perceived challenges to use

PBA, evidences from participants' (the experimenter and the students in EG) post intervention interviews and reflections were collected and thematically analyzed. On the basis of the analysis four types of challenges were identified: initial fear as a challenge, teaching context as a challenge, compilation process as a challenge, and shortage of time as a challenge.

- **Initial Fear as a Challenge**

Initial fear was found to be a challenge of using PBA in Ethiopian HLIs to assess students' writing performance. As it was explained by the experimenter, the idea of using PBA in writing classes was frustrating at the beginning. He felt that the assessment scheme would be time taking, and bring much more burden on the responsibility of the teacher. He felt that way at the beginning for the reason that he did not have this type of experience before. However, gradually both the experimenter and the students appeared to change their mind. As the experimenter reflected on his own feeling and on the feelings of his students, initial fear was considered a temporary challenge.

*As a teacher, firstly I felt that it might be time taking, but finally when I have seen and examined my students writing works ...collected writing works, as an English Writing teacher I feel happy. I know that it is time taking, I know that it makes me It gives me much more burden compared to the commonly implemented assessment method that I was employing for the last seven years or some years in the past. Now I feel happy because I have seen students' progress there. I have seen students' progress there. Students produced much more writing tasks...and as a teacher I enjoyed this method of writing...teaching writing.*

As the experimenter witnessed that students did not appear to have positive feelings at the very beginning of the course, but gradually they go beyond their expectation and start to do things that boost their confidence and performances as well.

*...when I see my students' experience at the very beginning of the task accomplishment, you know, they were not ready to come through this way .They were comparing with their previous experience. Students' felt that the task was tough and took much of their time. This was the first experience that I observed from my students , but when I compare ,I mean compared their experience their final experience compared to their beginning experience finally I have got students feel positive and they appreciate the portfolio assessment method. Because they feel that such assessment has helped them to improve their writing...*

- **Teaching Environment as a Challenge**

The teaching environment in general was considered as a challenge to use PBA. The experimenter believed that the class- size, the teachers' responsibilities and students' perception of writing or background as a whole made using PBA challenging. Even if the experimenter conceived the teaching environment/ context in Ethiopian HLIs as a challenge to implement PBA, he appeared to be optimistic regarding the potency of PBA to influence students' writing skills constructively. Accordingly, the experimenter believed that PBA can be a potential solution if institutions take measures that lighten the teachers' burden and increase the feasibility of PBA scheme.

*as a teacher I feel that portfolio assessment is one of the best way to support students to write well. But, there are different problems which are associated with the organization or the institution, So, if the institution fulfill all those required resources for example the classroom setting, the number of students inside the classroom, and the period allotment given to the teacher and all these and plus the students I mean the students perception towards writing, it is a best way to help students improve their writing skills.*

From the experimenter reflection, we can deduce that PBA entails curbing the existing contextual barriers that have made using portfolios as an assessment scheme challenging.

- **Shortage of Time as a Challenge**

While students were engaged in compiling portfolios, they produced different types of writings that needed commitment and effort for longer time. However, students accustomed to short and contrived writing assignments. Thus, PBA by its nature required personal management skills. However, some students did not start doing assignments as early as possible. They simply delayed assignments to the final hours. These students appeared to feel shortage of time as a challenge even if they were given nearly a solid semester. A case in point, one student states, *"The challenges that I faced to compile this portfolio are shortage of time to finish the writing as I have studying tasks and how to conceptualize each given question."* S7 Normally, procrastination was identified as a challenge during the pilot study. Accordingly, in the main study, possible measures that minimized the adverse effects of procrastination were taken by the experimenter. Some of the measures taken were reminding students to compile portfolios bit by bit, making clear the nature of the assignment regularly, giving clues on how to be effective in

compiling portfolios, asking students randomly to explain their progress, inviting them to seek general comments from the teacher, exhibiting some selected exemplary portfolios in class and requiring them to bring earlier activities in class for peer assessment. In spite of that some students still considered time as a challenge. For instance, one student states, that *“Some challenges like time consuming, overusage my study time, difficulty of capitalization, spelling error, limited resources like paper and pen” S12*. The other student mentioned time and resource as a challenge, *“extravagance of paper and not proper manage on time is challenged me” S9*

- **The Compilation Process as a challenge**

PBA by its nature is demanding, and it needs passion and energy, so some students found the process boring. Accordingly, they perceived the process as a whole difficult to manage. One student states that his poor background in writing demanded him invest more time unduly.

*“My writing experience was hard considering that it needed me to use a lot of my time because my background activities didn’t require this much focus. Also I had to focus hard on the assignment and that require me to neglect other course works which I did not like about this assignment but already this would help me improve my skills on writing, so I can confidently say my English writing is improving.” S8*

Another student states, *“ It [preparing Portfolio] was very long and time consuming with the pressure of other course works, also the manuscript was particularly difficult” S8*. The other student has also mentioned her engagement in writing drafts as a challenge. Hence, the student made clear that she wanted to write at one sit, so she found revising her writings challenging. *“The main problem I faced was I am not used to writing in drafts. I usually finish i[n] my first sitting that that was challenge” S11*

However, students’ general reflection revealed that students found PBA demanding, but they felt positive after they went through a tough job of compiling portfolios. In spite of the hardship of compiling portfolio, they appeared to feel positive about the process. In addition, they observed changes in their writing experiences and outcomes as well. Students did not want to be challenged at the beginning, and they appeared to be dissatisfied, but later they understood the importance of PBA to help students learn writing skills. For instance, students state, *“ It is difficult but it is very important for you to adapt our skills “ S5 “ Above all I believe I have improved a lot” S11*

#### **5.4.2. Pedagogical Merits of PBA in EFL Writing classes**

Contributions of PBA in relation with students' conceptions and approaches to writing have already been discussed under 5.3.5 and 5.3.6. However, in this section the pedagogical merits of PBA on the basis of the experimenter reflection commentary are presented.

- **Improved Teacher – Student Rapport**

As the experimenter's reflection commentary on significant teaching experiences revealed, PBA was found to promote the students' rapport with the teacher. Under the normal circumstances, students were not observed to seek comments from their teacher. Students appeared to suffer a sense of alienation. However, portfolio has made students more inquisitive about their assignment. *"They contact me frequently. Immediately after class students have shown me their interest to talk about their assignment"* Portfolio was not an overnight type of assessment. It has the characteristics to give time to students to think and re-think of their assignments. The students' appeared to seek teachers' confirmation. They seemed unsure of what they were planning to do.

*"They frequently and repeatedly asked me about their assignment."* *"They wanted to know my feelings on what they are planning to do and to get the go-ahead kind of comments."* *"Especially, after the mid semester students' contact increases"*

- **Improved Engagement and On -Task Behaviour**

As the reflection commentary of the experimenter evidenced, a change on students' on -task behaviour was observed. The term "on-task" refers to students' engagement to carry out writing, or revising activity in class. At the beginning of the course students' in-class behaviour did not give evidences of focus and passion to complete the task. However, students in EG progressively appeared to focus on doing the given task in class especially during in-class writing. At the very outset, students get confused, and get frustrated when they had been required to write a paragraph or to seek comments from classmates. Accordingly, *"some students concealed that they exchanged their drafts with their classmates, but they did not"*. *"They sat with their own drafts"* ; *"not volunteer to show their work to their classmates"*. *"very careful to put marks on the works of others."* Nervous behaviours were manifested during in-class

writings. “they change papers”, “they continuously start and break”, “they write too quickly”, or “they stuck and stopped for extended time”. “Repeatedly touching their mobile phones”, “tearing papers from their notepads time and again”. They generally appeared to have nervous glance and disarray pattern of engagement on the given activities: However, gradually students in EG started to appear less nervous. They started to work on their first draft at ease. They appeared to work on their writing topics harmoniously; they engaged on the given task. Their nervous behaviours that were observed at the beginning gradually declined.

- **Understanding the Condition of Learners**

The experimenter reflected on the merits of portfolio to understand the emotional side of teaching and learning properly. As students were given a chance to write optional writings, they wrote diaries, first experiences, highschool experiences, professional aspiration and goals in life on the basis of their choice. This experience appeared to give learners the opportunity to personalize learning to write. Mostly, the experimenter was able to know the students’ life condition in the university, their fears, traumas, worries and hopes. Thus, he reflected on his experiences of understanding the emotional side of teaching. He was able to know his students including their personality as a learner.

*“ I have had distinct memories of my students. I have got opportunity to see students’ personality from a broader perspective such as from their home experience with their family, the students’ prior schooling experiences, and the broader context in which they grew up as a student”*

The experimenter confirmed that he had memories of some unique students as the portfolio has shown students and their ardent out of class commitment. As the experimenter reflected on his experiences portfolio made teaching experiences more vivid, lively and unforgettable.

- **Challenges perceived as Merits**

PBA is demanding, and it needs commitment. Accordingly, students appeared to feel hard-pressed at the beginning of the compilation process but gradually they appeared to feel positive. The experimenter reported the constructive effects of PBA on students’ overall progress including their attitudes and feelings to learn writing. The experimenter states,

*“finally I have got students feel positive and they appreciate the portfolio assessment method. Because they feel that such assessment has helped them to improve their writing...”*

*“Now I feel happy because I have seen students’ progress there. I have seen students’ progress there. Students produced much more writing tasks...and as a teacher I enjoyed this method of writing...teaching writing.”*

The students’ general reflection also evidenced the students’ consideration of the challenges as learning opportunities. For instance, S12 states

*“Generally from prepared the portfolios or my assignment I got more important than its challenge because the experi[e]nce or ability of communicative English is advantages for other subjects to understand and increase knowledge.” S12*

Students’ reflections have shown the positive effects of getting the opportunity to practice writing in English. The students had experiences in doing an overnight homework writing assignments, but they did not have experiences in writing paragraphs and essays consistently for assessment. Accordingly, students reflect on the merits of PBA to build their writing habits, maximize their opportunity to practice writing essays and paragraphs in English.

*“Before compiling my portfolio, I cannot how prepare and write the paragraph based on English rule. However, currently I exercise and able to how prepare them.”S12*

*“In general portfolios assessment is crucial for students in order to develop English writing skills and experience habit[e] of constructing a paragraph and an essay”*

Students appeared to feel that they did not get writing opportunities in their previous schooling experiences as they started to compare and contrast experiences before PBA compilation and after that.

*“There are some importance points I learn from studying of this[e] course in my previous high school class and communicative English Skill I don’t have such skill of ways to communication and writing English properly even I don’t have chance to write paragraph myself but from this course I get this chance and my communication and writing skills upgrade in some degree for future” S6*

Generally, the students’ reflections were considered as reflection on action. Thus, they pointed out challenges, but the challenges appeared to be perceived as merits.

## **5.5. Discussion of the Findings**

The major objective of this quasi-experimental study was to explore the effects of PBA on EFL students' conceptions and approaches to writing, and their writing performance. Additionally, a thorough examination of the context of teaching and learning writing skills at Wollo University was made before the intervention to confirm the existence of the problem and to justify the importance of the intervention. Accordingly, teachers' conceptions of teaching writing, their practices of assessment and feedback were examined in order to understand the context of teaching EFL writing at Wollo University. The discussions of the findings of the study are presented in five sections in line with the five research questions. The discussion focuses on making comparison and contrast of the findings of the current study with the findings of other related researches and established knowledge in the literature.

### **5.5.1. Discussion of findings about Research Question One**

The first research question was about the context of teaching EFL writing. The context of teaching was examined from two interconnected dimensions of the instructional process: "conceptions of teaching" and "assessment practices". The findings from teachers' conceptions of teaching writing scale revealed that teachers significantly favored both traditional and constructivist conceptions of teaching. The paradoxical nature the findings obtained from the teachers' questionnaire invited the researcher to go through indepth study of teachers' conceptions of teaching writing by using phenomenographic data analysis scheme.

As the findings of the phenomenographic analysis of EFL teachers' interviews revealed, most of the teachers have "equipping conceptions of teaching writing". Hence, the teaching approach appeared to emphasize teaching language rules and conventions. Even if there is no teacher identified with Category 1 (awareness-raising) conceptions of teaching, it is clearly observed in the majority of teachers' conceptions of teaching writing. Thus, Category 2,(equipping conceptions of teaching writing) and Category 1 (awareness raising conceptions of teaching writing) have many features that made them simplistic conceptions of teaching writing. Both categories are characterized by teacher-oriented conceptions of teaching. Moreover, in both cases, the teaching locus is the explicit teaching of writing theories, conventions and patterns,

and the teaching scheme focuses on preparing students to write instead of letting them be involved in writing. Similarly, Kong's (2017, 2018) findings revealed that Chinese EFL teachers conceived writing as a linguistic activity, but they appeared to disregard the social and communicative aspects of writing.

On the other hand, category 5, practicing conceptions of teaching writing, was found the second most frequently revealed conceptions of teaching. It was also found to be part of the teaching conception of almost every teacher. The results appeared to be paradoxical, but the possibility of having multiple conceptions of teaching at a time (Armin and Puteri Siregar, 2021; Gao and Watkins, 2002, p.74) and the possibility of misalignment of beliefs and actual practices could be possible attributes of the paradoxical results. The disparity and tension between EFL teachers' conceptions (beliefs) of teaching writing and their actual practices have also been reported by different researchers such as (Habtamu, 2018; Teshome, 2007, Milketo, 2012; Uddin, 2014).

However, only two teachers (n=2) were identified as having inspiring conceptions of teaching writing that are considered to foster deep and meaningful learning. Accordingly, most of the teachers appeared to be reluctant to initiate learners to get involved in self directed, independent and continuous learning.

The result has shown the teachers' limitations to establish a learning environment that nurtures deep and meaningful learning. This finding revealed that the age-long conceptions of teaching at universities still have a strong influence on teachers' practices of teaching because most teachers are still not conceived to play inspiring roles in the teaching and learning context. In line with this idea Biggs and Tang (2007, P.17) state, "the view university teaching as transmitting information is so widely accepted" and "teaching rooms and media are specifically designed for one-way -delivery."

As the assessment practices in EFL writing classes revealed, most of the teachers employed assessment for the purpose of grading or marking, and making teaching writing feasible in large classes. Accordingly, the assessments appeared to have very limited role in identifying learning gaps and assisting students' learning and progress. As a result teachers appeared to be reluctant

to give feedback, and whenever they attempted to give feedback, they focused on surface errors. In this context, the preferred assessment schemes appeared to have very limited contribution to engage students in the learning process for long. Assessments that do not engage students for long such as contrived writing assignments and timed in-class writings have limitations to foster deep and meaningful learning. In line with this idea, Ramsdon (1992,P.81) states, deep learning is fostered by “ teaching and assessment methods that foster active and long term engagement with learning tasks”, but surface approaches are encouraged by “poor or absent feedback on progress” .

Additionally, assessment practices have largely been influenced by institutional rules and regulations to synchronize the practices across a large group of first year undergraduates. Thus, the department instigated assessment schemes that enforced teachers to employ 75 % of the assessment to paper and pencil test. The teachers have the freedom to employ classroom assessment only for 25% of the assessment. This scenario indirectly promotes examination-oriented teaching and learning.

Generally, the teachers’ conception of teaching writing and their assessment and feedback practices revealed teachers’ tendency to set up learning environments that nurture surface learning.

### **5.5.2. Discussion of Findings about Research Question Two**

The second research objective was about examining first year students’ existing conceptions and approaches to writing before the intervention. As the findings of the study revealed, undergraduates at Wollo University, by and large, appeared to have surface conceptions and approaches to writing in English. The findings revealed the gaps in the approaches to teaching EFL writing to first year students. No previous study was conducted on undergraduates’ conceptions of writing in Ethiopian HLIs. However, the results of this study were found to be inconsistent with the findings of Karabinar (2014) which was conducted on student teachers of English language at their last year of university study in Marmara University, Turkey. The findings of Karabinar (2012, 2014) supported student teachers’ deep approaches to writing. Karabinar (2014) made decisions about students’ surface and deep conceptions of writing by comparing grand mean values on individual basis. However, in the current study, a one sample t-

test was employed and the comparison was made between actual mean values and expected averages. Additionally, the variation on the research contexts as well as the participants could be a possible attribute of the disparity.

The themes emerged during the qualitative data analysis such as ( attitudes to writing, rewriting and revising, habits of writing in English, concern for amendment and assertiveness to write in English ) have similarity in essence with the Lavelle's IPICC (1993) surface conceptions and approaches to writing. However, "the practice of writing in English" and "students' perceived problems" were found to be emerging themes that need attention in the teaching context where students are grappling with writing in a foreign language. As the findings of the study revealed, students with surface conceptions of writing have less assertiveness about their writing skills, and they appeared to have negative affect to writing and revising. Moreover, they do not have a habit of writing and revising with deep revision concerns. As the findings of the study revealed, students have shown limited tendency to engage in revision writing, and those engaged in revising emphasized redressing superficial and surface features of writing. As Wallace and Hayes ( 1991, P. 55 ) state, "inexperienced writers' typically treat revision as a local task, that is, a task of changing words and sentences rather than of modifying the goals or organizations of the text ..."

### **5.5.3. Discussion of Findings about Research Question Three**

The third research question was about examining the effects of PBA on EFL students' conceptions and approaches to writing. As the analysis of the quantitative data revealed, PBA was found to influence EFL students' deep conceptions and approaches to writing constructively. Accordingly, students' in EG were found to be significantly less procedural, more efficacious, and reflective in their conceptions' of writing. Unlike conventional assessment that makes learning more teacher- directed and less student-controlled, PBA plays a pivotal role to make students less procedural by way of changing the spotlight from the teacher to the students through self-directed learning, self-assessment, reflection and delayed evaluation. The analysis of the qualitative data has also shown the changing conceptions of students as a result of the intervention. PBA, therefore, was found to influence students' beliefs about the merits of writing, rewriting, practicing and independent learning. The PBA experience appeared to constructively

influence students' assertiveness to write in English, concern for deep revision and opinions about perceived writing problems.

No previous study has been done on the effects of PBA on EFL students' conceptions and approaches to writing. However, the research that has been done by Abiy (2005) confirmed the constructive effects of teacher mediation on highschool students' conceptions and approaches to reading. As the findings of the intervention study by Abiy (2005) revealed, teacher mediation contributes a lot to change the teaching and learning environment in teaching reading. In the same way PBA was found to influence the teaching and learning environments in EFL writing classes. Though the studies have dissimilarities in different respect, they have commonality interms of their effects on the nature of teaching and learning environments.

Regarding students' efficacy beliefs, the difference in LSEB score between the experimental and the control groups was found to be significant. This reflects the positive contribution of portfolio assessment to boost students' self-beliefs to write in English. Different researchers such as (Pajares, P.153) confirmed that self-beliefs have a latent power to change students' life in a constructive or destructive way. Thus, teachers should play attention to develop students' competence as well as self-beliefs.

The other attribute of the deep conception of writing, Reflective- Revision Conceptions of writing, was also found to be statistically significant. As a result, we can deduce that portfolio assessment had more positive effects to make learners' more reflective-revisionists. The basic features of portfolios reflection and revision play pivotal role to promote this conception of writing.

On the other hand, Spontaneous Impulsive Conception (SIC) of writing and Elaborative Conceptions of Writing (Ela CW) were not found to be statistically significant. The SIC mean scores of students both in experimental and control groups were found to be comparable before and after the intervention. Portfolio promotes practicing free writing, writing academic and nonacademic texts and writing on different topics of interest. These issues might have their own contribution for the non-responsive findings about students' SIC of writing. Students'

Elaborative Conceptions of Writing (ElaCW) was found to be greater than the expected mean in pre- intervention conception scale. Students in both groups conceived that they employed elaborative approach which was found to be incoherent with the students' actual writing performance. This mismatch in writing conceptions and performance was attributed to students' over estimation of their writing skills and their immature beliefs about sound writing. After the portfolio compilation experience, there was an increase in the mean score of the students' Elaborative Conceptions of writing, but the difference was not found to be significant. Students' over estimation of their capability as a writer appeared to play significant role to the insignificant difference between the two groups.

The qualitative data also supported the positive effects of PBA to promote deep conception of writing. Students both in EG and CG had surface conception of writing before the intervention. Some of the evidences that supported students' surface conception of writing are presented as follow: students mainly focused on appeasing the teacher, students have interest to write if it is marked, students did not understand writing skills and its role for academic and professional success, students want to write a text in one attempt (write –cancel and write again on another paper). Additionally, students perceived that their major writing problems focusd on grammar, spelling, tense, handwriting). Students were also found to be less assertive about their writing skills, and they seemed teacher dependent in their learning endeavor.

After the treatment, students in EG explained that portfolio assessment helped them be assertive, independent, and interactive. It gave students opportunity to practice writing that changed their writing habits. The students' also mentioned perceived writing problems that evidenced students' deep conceptions of writing (such as lack of organization, flow of idea, argumentation, failing to structure idea and drafting).

On the other hand, students in CG did not show any significant changes in their conceptions and approaches to writing and revising, self beliefs, writing habits and perceived writing problems. In general, portfolio promotes deep conception of writing in different ways by way of making learners less procedural, more efficacious and elaborative, as well as more reflective.

#### **5.5.4. Discussion of Findings about Research Question Four**

Examining the effect of PBA on EFL students' writing performance was the fourth research question of the current study. Basically, the effects of PBA on students' writing performance have been studied in other nations where English language is being taught as a foreign language. The findings by and large revealed the positive effects of PBA on EFL students' writing performance. However, no previous study was done about the effects of PBA on Ethiopian university students' writing performance. Additinally, the feasible contribution of PBA on writing subskills (such as content, organization, and vocabulary, language use and mechanics of writing) appeared to be inconclusive. Thus, this research was planned to examine students writing performance in general and writing sub skills in particular.

The mean differences between the EG and CG after the treatment were found to be significant in all aspects of writing such as content, organization, vocabulary, language use and mechanics. This result evidenced the positive contribution of PBA on students' writing performance. This result was found to be consistent with the findings of Kalra, Sundrarajun and Komintarachat (2017) on Thai undergraduate Business majoring students, Khodadady and Khodadbakhshzade (2012) on Iranian freshman undergraduate English Majoring students, Nezakatgoo (2011) on Iranian university students' writing final examination score. Similarly, the works of Obeiah and Bataineh (2016) on Jordanian Grade 10 students supported the findings of this study because the findings revealed that portfolio positively influenced writing sub-skills such as focus, development, organization, conventions and word choice. The findings of Qinghua (2010) which was conducted on Chinese university English majors, revealed the constructive effects of PBA on students' writing skills in terms of accuracy and coherence, but it was not found to influence students skills in other features of writing such as complexity, and fluency that were not directly elements of the rubrics of this study.

The change in students' writing performance was found to be the result of students' engagement in reflection and revision through PBA. The effects of revision on students' writing performance was also supported by the findings of Italo (1999, P203), "students' writing seem to improve significantly when they rewrite their originals. This may suggest that the practice of rewriting is vitally important to foster improvement in writing classes"

The paired sample t-test result of the students in control group did not show significant changes in students writing performance in three aspects of writing (organization, vocabulary and language), However, significant difference were observed in two aspects of writing such as content and mechanics. This result has shown the constructive effects of traditional way of teaching writing. Students in the control group would be effective in learning the mechanics of writing because the conventional way of teaching and the assessment emphasizes rules, conventions, and patterns.

#### **5.5.5. Discussions of Findings about Research Question Five**

The fifth research question was about exploring the perceived merits and challenges of using PBA in teaching writing. PBA is a form of alternative assessment that was found to improve teacher - student rapport. Additionally, the assessment scheme improved students' engagement in doing the given tasks and activities, and it was also found to give teachers more opportunity to understand students' learning process in depth. The wide range of PBA benefits are claimed by different researchers (such as Davis and Ponnampuram, 2005; Birgin and Baki, 2007; Tyas, 2020)

PBA was not a common way of making assessment in the context of Ethiopian schools and universities. Accordingly, portfolio writing was a new phenomenon for the students. The experimenter also did not use portfolio in his prior teaching and learning experiences as an assessment scheme in writing classes. The novelty of the scheme in the teaching context has brought initial fear as a challenge. The fear was instigated from the demanding nature of the assignment and the time given to do the assignment. This finding appeared to be consistent with the literature about challenges of PBA. In this regard, some scholars (such as Coffin et al. 2003; Nomathamsanqa, 2008), have mentioned some common challenges to implement PBA: time to complete the assignment or non-completion and resistance to change or innovation. Usually initial fear has made people more defensive, and it makes introducing innovations more challenging in the teaching environment. Normally, people do not simply accept new things wholeheartedly, for they have reservations that the new experiences push them out of their

comfort zone. However, PBA needs determination and commitment to go through the deliberate resistance from users.

The students appeared to fear and overestimate the challenges because they accustomed to overnight assignments, short and timed writings. In addition, students appeared to target the requirements set by the teacher because their learning goals are confined on getting pass mark to qualify the course. Consequently, their effort appeared to be teacher controlled. The initial fear, therefore, is considered as a resistance to change. Later, the students perceived that the process had been tough, but it had equally been rewarding.

## CHAPTER SIX

### SUMMARY, CONCLUSIONS AND IMPLICATIONS

#### 6.0. Introduction

This chapter mainly portrays the summary, conclusions, and implications of the study. Additionally, the chapter points out the future directions of research. The summary gives a brief description of the research from its inception to completion. However, sources and authorities were not incorporated in the summary to make it concise, easy, and readable. The conclusions drawn from the quantitative and qualitative data analysis are also presented in accordance of the major research questions presented at the very outset. The implications of the study give insights about the theoretical as well as the practical relevance of the study in ELT in general and in teaching writing in particular. Finally, the future directions of the research were recommended on the basis of the findings of the study.

#### 6.1. Summary

As different policy documents clearly revealed, one of the major attributes of the poor quality of education in Ethiopian Higher Learning Institutes (HLIs) is students' poor command of English language, especially poor capability in written communication. University teachers usually attributed students' writing problems to the students' background. There is a truth in their claim; students have been studying English language in unsupported learning environments that potentially deter their development as effective writers. However, different courses are given to first year students aimed at filling students' gaps and preparing them to the rigor of higher education. For that reason, English language courses: "Communicative English Skills I" and "Communicative English Skills II" are designed to help university students meet the aforementioned goals. The courses focus on enhancing students' oral- and written-communication skills. Researches and policy documents evidenced teachers' attempt to integrate constructivist conceptions of teaching in EFL writing classes. However, the assessment schemes continued in the same way. Basically, assessment schemes do have stronger influence on students' conceptions and approaches to learning in general and to writing in particular. Previous studies on the effects of PBA confirmed its constructive effects on students' writing

performance, but whether this change had connection with a change in students' conceptions and approaches to writing was a research gap that inspired the researcher to design this quasi experimental research.

To confirm the existence of the problem and to assure the relevance of the experiment, exhaustive analysis of the teaching environment was made. Accordingly, the teaching context especially, the teachers' conceptions of teaching writing and their assessment practices were thoroughly examined. However, the curriculum and the teaching modules/materials are designed centrally by the MoE. The modules have learning experiences, tasks activities and teaching schemes that harmonize the curriculum and the teaching methods. As the findings regarding the teaching context revealed, EFL teachers' conceptions of teaching writing appeared to favour surface conceptions of teaching writing. Even if teachers appeared to equally favour constructivist conceptions of teaching writing theoretically, in practice most of the time teachers appeared to use "equipping conceptions" of teaching writing. This teaching conception emphasizes familiarizing learners' with writing conventions, rules, and text organization patterns. Accordingly, it was considered as simplistic and surface conceptions of teaching writing. Actually, "practicing conception" which emphasizes practicing or doing writing was found the second most frequently observed teaching conceptions. However, teachers clearly demarcate what they think and what they practice. The disparity in their thinking and practice was attributed to different contextual barriers such as class size, work conditions, and students' background.

Additionally, the students' characteristics especially their conceptions and approaches to writing and their current writing performance were examined before the intervention. As the pre intervention results revealed, students appeared to have surface conception of writing and they were found poor in their writing performance.

On the basis of the following rationales, PBA was chosen as a potential solution to the perplexing problem.

- (1) PBA is an assessment scheme that can be adapted to different learning environments.

- (2) PBA can have the potential of maximizing students' effort in order to bridge their learning gaps without making any significant change on the usual teaching and learning schemes.
- (3) PBA requires teacher's meticulous design , but it is student- centered , largely student-directed that enforced students learn out of the confines of the classroom
- (4) Portfolio involves different features that possibly change the nature of the teaching and learning environment ( collection of work samples, selection of best works for grading , self assessment, peer assessment , reflection, and revision writing)
- (5) PBA is an assessment scheme that invites students do activities bit by bit; it does not invite students be reluctant till the end of the course and invest their energy at the final hours.

To examine the effects of PBA on students' conceptions and approaches to writing, two sections were selected from first year students assigned in the college of Natural Sciences. From each section 30 students were chosen randomly. Four types of data gathering instruments, namely writing tests, questionnaires, interviews, and reflection sheets were employed to collect data about students' conceptions of writing and their writing performance. The intervention was implemented for one semester and students in EG were privileged to compile portfolios on the basis of the portfolio protocol. However, students in the control group were assessed by using conventional assessment schemes. Normally, teachers employed tests, individual and group assignments, and timed writings. Thus, these assessment schemes were employed for students in CG. At the end of the experiment, post intervention measures were conducted.

All the abovementioned data gathering tools were pilot tested, and the validity and reliability of the instruments were checked. On the basis of the feedbacks gained from the pilot study instruments were honed aiming at collecting dependable data for the main study. As the study employed embedded mixed methods research design, both quantitative and qualitative data were collected by using the abovementioned instruments. The quantitative data collected through questionnaire and tests were analyzed by using mean values, standard deviations, one sample t-test, independent samples t- test and paired samples t-test. The qualitative data from teachers' interview were analyzed by using phenomenographic data analysis and thematic analysis. In the

same way, the data from students' interview were analyzed using thematic data analysis schemes. Accordingly, the interviews were coded; emerging categories were identified, and finally based on the emerged themes in the categories summaries were made.

As the results of the study revealed, Portfolio-based assessment was found to have positive effects on EFL students' conceptions of writing. Accordingly, students' engaged in compiling portfolios were found less procedural, more efficacious and reflective revisionist. Additionally, constructive changes in the students' knowledge and practice of reflection and revision writing were also observed. However, no significant change was observed on EFL students' elaborative conceptions of writing. One of the reasons for non responsive findings of elaborative conceptions of writing was students overrate their writing skills. In practice, the students' elaborative conceptions did not coincide with their writing performance. Thus, students' unrealistic responses to elaborative conceptions of writing were attributed to their immature understanding of sound writing. Moreover, portfolio-based assessment significantly influenced EFL students' writing performance even if their performance as a whole was found to be below the expected mean.

Portfolio- based assessment established the contribution of portfolio assessment to change the teaching and learning environment by way of letting students' engaged in (a) consistent out-of class writing (b) revision writing, (c) reflection on the learning experiences , (d) seeking help from different sources of information- online sources, friends and others (e) self-assessment, peer assessment.

The change in the teaching environment has also initiated learners to change their views of writing. Accordingly, students', who previously viewed writing as a one touch activity, initiated by a teacher-led assignment, started to conceive writing as a self- initiated activity that went through different processes: revision writing, editing and building the habit of writing ,

## **6.2. Conclusions**

The major conclusions drawn from the findings of the current study are presented as follow.

The first research question was aimed to examine the context of teaching writing skills to undergraduates at Wollo University. Accordingly, teachers' conceptions of teaching and their

assessment and feedback practices were examined. The findings revealed that teachers frequently employed “equipping conceptions of teaching”, an aspect of surface conceptions of teaching writing. “Practicing conceptions” of teaching writing was also found the second most frequently rated conceptions of teaching writing, but it appeared to be less feasible due to different contextual constraints (such as class size, teacher work conditions). The findings, therefore, supported the teachers’ surface conceptions of teaching writing. Additionally, the assessment and the feedback schemes employed in EFL writing classes were also found to support surface learning because teachers usually employed assessment for the purpose of grading or marking, and making their teaching feasible. The context of teaching EFL writing at Wollo University was found to promote surface learning.

The second research question focused on exploring the students’ existing conceptions and approaches to writing. As the pre-intervention measures revealed, students’ surface conceptions of writing was found significantly higher than the expected mean. This showed the students’ tendency to employ surface conceptions and approaches to writing. Similarly, students’ deep conception of writing, especially reflective-revisionist conception of writing was found below the average even if the difference was not significant. Elaborative conception of writing was found higher than the expected mean, but the pre-intervention essay writing test result appeared to contradict with the students’ elaborative conceptions of writing. In other words, students’ writing performance did not support students’ text elaboration skills. Thus, the findings as a whole have shown students’ poor performance in writing and their surface conceptions of writing.

The third research objective was to investigate the effects of PBA on EFL students’ conceptions and approaches to writing. After the PBA intervention, post intervention measures were made. Accordingly, students in EG were found to be less procedural, more efficacious and reflective-revisionist after the intervention. Students in the EG were found to be less procedural because PBA has given learners reasonable freedom to practice writing on the basis of their preference. Moreover, PBA gives learners the chance to identify their own learning gaps and reflect on the gaps to be filled by independent practices. PBA helps learners to be less procedural because learners acquaint themselves with learning out-of the confines of the classroom setting and the

control of the classroom teacher. In Ethiopian HLIs, undergraduates did not have sufficient exposure to writing in their prior schooling experiences, and the students were taught writing in unsupported learning environments. Hence, they appeared to have unsure mentality about their capability to write in English. However, PBA has given more opportunity to practice writing, rewriting, and editing. This experience appeared to boost students' assertiveness about their writing skills. Usually, revising is not given attention in the classroom teachers' assessment scheme. Accordingly, students appeared to be reluctant to revise their draft writings. However, PBA has given learners time to make independent revision by using self- and peer-assessment rubrics. PBA gives recognition to students' effort to rewrite and improve their writings. Above all, portfolio promotes out-of class learning that gives learners to revisit their work at any time convenient to them. All this made EFL students in EG to be more reflective-revisionist than students in the CG.

However, PBA appeared to have insignificant effects on EFL students' spontaneous- impulsive and elaborative conceptions of writing. Encouraging students to write freely in order to produce first drafts at ease, and motivating them to write on the basis of their personal preference may have contribution for the insignificant effects of PBA on students' SPI conceptions of writing. Additionally, students' immature conception of sound writing was considered as an attribute to overrate their elaborative conceptions of writing. In practice, the students' writings did not give evidences of elaboration. The issue, however needs further verification.

The fourth research objective was to examine the effects of PBA on first year students' writing performance. PBA was not tried out in the context of Ethiopian HLIs. Accordingly, with regard to undergraduates' writing performance, PBA helped them improve their writing performances in terms of content, organization, vocabulary, language use and mechanics of writing. Portfolio assessment enforced learners not only to write and submit for assessment but also to revise and rewrite the final draft of their paragraphs and essays. Additionally, portfolio assessment is holistic, and it entails collecting drafts, optional writings, reflections and self- and peer assessment schemes that help students learn writing meaningfully.

The last research objective was to discover the perceived challenges of using PBA. Normally, PBA has merits and challenges. Some perceived challenges were identified to use PBA as an assessment scheme in the context of Ethiopian HLIs. Some of the prominent perceived challenges were initial fear or resistance to new practices, time to do activities, the nature of the activities, and contextual inconvenience to teach writing. However, participants' hindsight has shown their conceptions of the challenges as merits of their learning experiences.

### **6.3. Implications of the Study**

The findings of this study have different implications to teach writing skills to undergraduates in Ethiopian universities.

Firstly, undergraduates in Ethiopian HLIs have come to university from examination-oriented teaching and learning environments where students accustomed to surface conceptions of writing. First year, however, is a transition between high school and the rigor of university courses that require deep conceptions of writing. The use of PBA was found to influence the learning environment in EFL writing classes constructively. Accordingly, the use of PBA has implications to make the transition smooth and to pave the way to learning courses that require writing and meaningful learning. Furthermore, PBA was found to change the nature of the learning environments in EFL writing classes, and the learning environments in turn promote deep and meaningful conceptions and approaches to writing. However, assessment practices in the context of HLIs (especially for first year students), appeared to favour surface learning. This study uncovers different attributes of the problem such as students' inadequate preparation, teachers' work conditions, institution instigated assessment schemes and class size. Thus, the study has implications to take measures that reduce the adverse effects of the problems on students overall development as effective writers.

Secondly, PBA provides cues and affordances that help students cope with the complex process of learning to write. Accordingly, portfolio helps students do some writings on the basis of their interest and personal choice. This appeared to help students build the habits of writing. Additionally, PBA gives students more opportunity to have out-of class and independent practice, and this experience boosts students' confidence to write and communicate through

writing. As writing needs a change in the conception of one's identity as a writer, portfolio compilation experiences will have more constructive influence on students' future academic as well as professional endeavor. Having low self-esteem, low self-efficacy beliefs and external locus of control are common challenges to help students learn writing in a language other than their mother tongue. Hence, PBA has implications to help EFL students learn the arduous and complex process of learning to write steadily.

Thirdly, the findings have shown that PBA's potential to influence students' conceptions and approaches to learning constructively. However, practitioners appeared to have doubts on the practicability of PBA in the context where the class size is large and the teachers' are overburdened. Yes, there might be challenges and limitations to use PBA mainly for assessment purpose, but practitioners can use PBA scheme largely for instructional purpose. Accordingly, teachers can strike the balance between giving students the learning opportunity and making the assessment feasible.

Fourthly, in the context of HLIs, teaching effectiveness is measured by its effect on students' interest, initiation and aspiration to know more on the subject. Accordingly, in HLIs learning is expected to be deep and meaningful, so it is not the quantitative aspect of learning, but the qualitative one emphasized. Surface conception of learning, however, emphasizes qualifying examinations, and it promotes "reactive" conceptions of learning. However, the caliber of teaching effectiveness in HLIs is making learning "proactive". The potency of PBA to nurture deep and meaningful conception of learning is established in this study. Thus, the study has also implications to use PBA in any teaching context where fostering deep and meaningful learning is valued.

Fifthly, EFL teachers appeared to favour both traditional and constructivist conceptions of teaching writing. Accordingly, practicing conceptions of teaching writing was found to be the second most frequently reported conception of teaching, but practicing conceptions of teaching are less feasible due to contextual constraints and challenges in the teaching context ( such as class size, students' background, teachers' work condition, and institution instigated assessment

schemes). The result has implications for improving the teaching of writing skills in Ethiopian HLIs mainly by curbing contextual constraints that deter the feasibility of practicing conceptions of teaching in EFL writing classes.

In addition, the findings about teachers' conceptions of teaching writing revealed that EFL teachers by and large appeared to have simplistic conceptions of teaching writing such as "equipping" and "awareness-raising" conceptions. This result suggests a stronger influence of traditional conceptions of teaching in Ethiopian HLIs. The findings, therefore, suggest implications for designing professional development trainings that synchronize teachers' conceptions of teaching writing with learning-oriented mode of teaching. Moreover, teachers' thinking plays a pivotal role in instigating innovative approaches and practices that potentially influence the nature of the learning environment to promote deep approaches to learning writing skills. Additionally, researches on conceptions of teaching writing are relevant to understanding the trends in teaching writing, and an in-depth study of teachers' conceptions gives us clear insight into the focus of lessons, the theoretical basis of teaching practices and the strengths and limitations of the practices.

Additionally, in this study, teachers' conceptions of teaching were studied by using phenomenographic data analysis framework that entails in-depth qualitative and interpretive investigations. According to Khan (2014), phenomenographic research is not commonly practiced in developing countries, even if it has the potential to discover solutions that address different educational problems. As Ethiopia is a developing nation, this phenomenographic research is expected to encourage researchers in the field of ELT to conduct phenomenographic researches on different and complex educational phenomena.

In addition, conceptions of teaching and learning are the least researched areas in Ethiopia, so this research is expected to have contributions to bring the issue to thorough academic research and discussions.

To conclude, this study highlights insights into teachers' thinking concerning writing instruction, which was previously taken for granted by policy makers, curriculum designers, and material developers.

#### **6.4.Future Directions of Research**

The findings of this study established the possibility of fostering deep and meaningful learning in EFL writing classes by using PBA. To that end, more intervention studies are required to validate the contributions of other alternative assessment schemes to promote deep conceptions and approaches to writing. Accordingly, the effects of self-assessment, peer-assessment, and reflection on students' conceptions and approaches to writing could be potential areas of research endeavor both in EFL or ESL context. Furthermore, this study illustrates the effects of PBA on Ethiopian university students' conceptions and approaches to writing and their writing performances. Yet, other researchers can replicate this study in other context in order to broaden the current knowledge about the uses of PBA in EFL writing classes. More specifically, spontaneous-impulsive and elaborative conceptions of writing appeared to be less responsive to PBA, so further qualitative studies can be conducted to find out plausible reasons and evidences for such discrepancy.

This research was confined on the effects of PBA on EFL students' conceptions and approaches to writing. However, the effects of PBA on students' conceptions and approaches to learning other language skills and language knowledge will also be untapped areas of research in EFL and ESL context. In addition, research on EFL teachers' conceptions of teaching provides insight into the nature of the teaching and learning environment that determines the quality of students' learning. Consequently, more empirical evidences about teachers' conceptions of the different aspects of the complex process of teaching and learning other language skills are also needed.

One of the potential areas of future research will also be an in-depth study of the relationship between major teacher variables (such as training background, teaching experience, conceptions of teaching, conceptions of learning, motivation, and job satisfaction) and teachers' tendencies to promote deep approaches to teaching writing. Finally, exploring strategies or coping mechanisms employed by EFL teachers to reconcile their conceptions of teaching writing with the existing challenges in the classroom is a potential area of future research.

## BIBLIOGRAPHY

- Abayneh Feleke (2009) Examining the Wash Back Effects of Grade 10 EGSEC English Language National Examination on English Language Instruction through Plasma. AAU. (Unpublished MA Thesis )
- Abiy Yigzaw (2005). Effects of Teacher Mediation on Student Conceptions and Approaches to Reading.AAU.( Unpublished PhD Dissertation)
- Adege Alemu (2016) The Effects of Explicit Instruction in Critical Thinking On Students Achivement in Writing Academic Papers, General Critical Thinking Ability , and Critical Thinking Dispositions .AAU. (Unpublished PhD Dissertation)
- Afshr,S.H. and Bastami,T. (2012) The Effect of Portfolio Assessment on Iranian Pre-intermediate EFL Learners' Autonomy.*TELL*,6(1),71-102
- Alamirew, G/Mariyam. (2005) A Study on the Perceptions of Writing , Writing Instruction, and Students' Writing Performance. AAU. (Unpublished PhD Dissertation)
- Andargachew Getu.(2009) Investigating learners' Spelling Errors in their compositions: Persistency and Frequency. AAU. MA (Thesis Unpublished)
- Assefa Zeru.(2007). Exploring Issues in the Teaching of Expository Writing at Undergraduate Level at Addis Ababa University. Central Institute of English and Foreign Languages Hyderabad, India. (Unpublished PhD Dissertation)
- Aypay, A. (2010).Teacher Education Students ' Epistemological Beliefs and their Conceptions about Teaching and Learning. *Procedia Social and Behavioral Sciences*.2 (2599-2604)
- Bandura, A.(1995). *Self-Efficacy in Changing Societies*. Cambridge:Cambridge University Press.
- Barkaoui, K. (2007) Revision in Second Language Writing : What Teachers' Need to Know. *TESL Canada Journal./Revue TESL Du Canada*, 25(1)
- Baroudy,I.(2008) Process Writing: Successful and Unsuccessful Writers;Discovering Writing Behaviours. *International Journal of English Studies (IJES)*.8(2),43-63

- Badger,R. and White,G.(2000) A Process Genre Approach to Teaching Writing. *ELT Journal*. 54(2),153-160
- Bekele Birhanu (2011) Promoting self-Regulated Learning in EFL Writing Classes: Effects on Self Believes and Performances. AAU. ( Unpublished PhD Dissertation)
- Bernhardt ,S.A. (1988). Text Revision By Basic Writers: From Impromptu First Draft to Take Home Revision. *Research in the Teaching of English*. 22(3), 266-280
- Biggs, J.B.(1999)What the Student Does: Teaching for Enhanced Learning. *Higher Education Research and Development*. 18(1), 57-75
- Biggs, J. & Tang, C. (2007) *Teaching for Quality Learning at University* (3<sup>rd</sup> ed) Berkshire, Open University Press
- Birgin,O. and Baki, Adnan(2007) The Use of Portfolio to Assess Student's performance..*Journal of Turkish Science Education*. 4(2),75-90
- Boumediene, H. , Berrahal, F.K. and Harji , M.B (2016) The Effectiveness of portfolio Assessment On EFL students writing Performance. The case of Third Year Secondarystudents in Algeria. *Academic Journal of Interdisciplinary Studies*. MCSER publishing Italy Rome. 5(3 )
- Brown, D.H.(2003) *Language Assessment: Principles and Practices*. California: Longman
- Brown, D and Hirschfeld, G. (2008) Students' Conceptions of Assessment: Links to Outcomes. *Assessment in Education Principles, Policy and Practice*, 15(1), 3-17
- Brown, J. and Hudson,T.(1998).The Alternatives in Language Assessment. *TESOL Quarterly*. 32(4). University of Hawai'i
- Bruning, R. and Horn, C. (2000) Developing Motivations to Write. *Educational Psychologist*. 35(1), 25-37.
- Bryman,A & BurgessG.R.(1994). *Analyzing Qualitative Data*. London,Rutledge,Taylor and Francis Group.

- Burnett, C.P., Pillay, H., and Dart, C.B. (2003) The Influences of Conceptions of Learning and Learners' Self –Concept on High School Students' Approaches to Learning. *School Psychology International*. 24(1),54-66
- Cakan, M. ,Mihladiz, G. and Gocmen-Taskin, B. (2010) How portfolio Use Affects Students' Learning and Their Attitudes towards 6<sup>th</sup> Grade Science Lesson. *International Online Journal of Educational Sciences*. 2(2),362-377
- Cohen, L., Manion, L. Morrison, K. (2000). *Research Methods in Education*. (5<sup>th</sup> ed) London and New York, Routledge Falmer.
- Chea, S. and Shumow, L. (2014) The Relationships among Writing Self Efficacy, Writing Goal Orientation and Writing Achievement. *Language Education in Asia*. 5(2), 253-269
- Chen, M., Chai, C-S, Jong, Ms-Y., and Jiang, My-C. (2021) Teachers' Conceptions of Teaching Chinese Descriptive Compositions with Interactive Spherical Video- Based Virtual Reality. *Frontiers in Psychology*, 12 : 591708, doi:10.3389/fpsyg.2021.591708
- Cho, K. and Schunn, C.D. (2007) Scaffolded Writing and rewriting in the Discipline: A Web-based reciprocal Peer Review System. *Computer and Education*. 48(3), 409-426
- Coffin, C. Curry, M.J. Goodman, S. Hewings, A. Lillis, T.S. and Swann, J. (2003). *Teaching Academic Writing: A Toolkit for Higher Education*. London: Routledge , Taylor and Francis Group.
- Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. (3<sup>rd</sup> Ed). Los Angeles, SAGE Publications, Inc
- Creswell, J.W. and Plano-Clark, V.L. (2007) *Designing and Conducting Mixed Methods Research*. Thousand Oaks California, SAGE publ.
- Crossley, S.A. and McNamara, D.S. (2016) Say More and Be More Coherent: How text elaboration and Cohesion can increase writing quality. *Journal of Writing Research*, 7(3), 511-370
- Cunningham, K.G. (1998). *Assessment in the Classroom: Constructing and Interpreting Texts*. London: The Flamer Press.

- Clark, I.L. (2003). *Concepts in Composition: Theory and Practice in the Teaching of Writing*. New Jersey: Lawrence Erlbaum Associates, Publishers
- Dart, C.B. et.al. (2000). Students' Conceptions of Learning, the Classroom Environment, and Approaches to Learning. *The Journal of Educational Research*. 93 (4), 262-270
- Daiute, C.(1986). Physical and Cognitive Factors in Revising : Insights from Studies with Computers. *Research in the Teaching of English*. 20 (2), 141-159
- Davis, M. H. and Ponnamperna, G.G. (2005) Portfolio Assessment. *Journal of Veterinary Medical Education*. 32(3), 279-284
- Devlin, M. (2006) Challenging accepted wisdom about the Place of Conceptions of Teaching in University Teaching Improvement. *International Journal of Teaching and Learning in Higher Education*. 18(2) , 112-119
- Dawit Assefa (2003) The Effect of Training Students in Giving and Receiving Feedback on Learners' Revision Types and Writing Quality. A case of Second Year Students' of Defence University College. AAU (MA Thesis Unpublished)
- Donnison, S. and Penn-Edwards, S. (2012). Focusing on First Year assessment: Surface and deep approaches to learning? *The International Journal of the First year in Higher Education*. 3(2), 9-20
- Dornyei, Z.(2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwah, New Jersey: Lawrence Erlbaum Associates Publishers
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. New York. Oxford University
- Duarte, A.M.(2007). Conceptions of Learning and Approaches to Learning Portuguese Students. *Higher Education*. 54 (6), 781-794
- Entwistle, N.(2000) Promoting Deep Learning through Teaching and Assessment: Conceptual Frameworks and Educational Contexts. *Teaching and Learning Research Programme. University of Edinburgh*. Paper Presented at the ESRC Teaching and Learning Research Programme, First Annual Conference.

- Ezell,D. and Klein,C. (2003) Impact of Portfolio Assessment on Locus of Control of Students With and Without Disabilities. *Education and Training in Developmental Disabilities*. 38(2), 220- 228
- Fahim, M and Jalili, S. (2013). The Impact of Writing Portfolio Assessment on Developing Editing Ability of Iranian EFL Learners. *Journal of Language Teaching and Research*. 4 (3), 496-503
- Farahiam, M. and Avarzamani,F. (2018) The impact of Portfolio on EFL Learners Metacognition and Writing Performance. *Cogent Education*, 5, 1-21
- Flower, L. Carey, L.Schrivier, K, Stratman,J (1986). Detection , Diagnosis and The Strategies of Revision. *College Composition and Communication*. 37(1), 16-55
- Flower,L. and Hayes, R.J.(1981) A Cognitive Process Theory of Writing.*College Composition and Communication*. 32(4), 365-387
- Freeman,D. and Richards,J.C.(1993) Conceptions of Teaching and The Education of Second Language Teachers.*TESOL Quarterly*.27(2), 193-216
- Geremew, Lemu (1999) A study of the Requirements in Writing for Academic Purposes at Addis Ababa University: Four Departments in Focus. AAU, (Unpublished PhD Dissertation)
- Ghoorchaiei,B. Tavakoli, M. and Ansari, D.N. (2010)The Impact of Portfolio Assessment on Iranian Students' Essay Writing: A Process -Oriented Approach. *Journal of Language Studies*.10 (3)
- Gibbs, G. and Coffey, M.( 2004) The impact of Training of University teachers on their teaching skills , their approach to teaching and the approach to learning of their students. *Active Learning in Higher Education*. 5(1), 87-100 SAGE Publications
- Gibbs,G. (2010). Using Assessment to Support Student Learning. Leeds Metropolitan University
- Gao, L. and Watkins,A.D. (2002) Conceptions of Teaching held by School Science Teachers In P.R. China: identification and Cross-Cultural Comparisons. *International .Journal of Science Education*. 24(1),61-79

- Gorodetsky,M. Keiny,S and Hoz,R. (1997). Conceptions, Practice and Change. *Educational Action Research*, 5(3), 423-433
- Gracio,L.,Aguiar,H.,Pires,H., and Carapeto,M. (2023) Teaching and quality of Teaching: Conceptions of Higher Education Professors in Sao Tome and Principe. *Frontiers in Education*. 8:1144147.doi=10.3389/feduc.20231144147
- Graham, S. and Harris,K. (1994) Implications of Constructivism for Teaching Writing to Students With Special Needs. *The Journal of Special Education*.vol.28.no3.PP.275-289
- Habtamu,G/kidan. and Mohammed Yibrie. (2004). The practice of Teaching and Learning Basic Writing Skills : The case of Wollo University ( Wollo University 2<sup>nd</sup> National Research Conference Proceeding)
- Habtamu , Mulugeta.(2018) Students' Beliefs about Writing, their Writing Strategy Use and Writing Performance. (Unpublished PhD Dissertation AAU)
- Habtamu Shiferaw .(2018). The Practice of Process Approach in Writing Classes: Grade Eleven Learners of Jimma Preparatory and Jimma University Community Preparatory School in Focus. *International Journal of English and Literature*. 9(5), 39-49
- Hamp-Lyons, L. and Condon,W.(2000). *Assessing the Portfolio: Principles for Practice, Theory, and Practice*: New Jersey: Hampton Press, INC.
- Hayes,J. , Flower,L., Schriver, A.K. Stratman,F.J. and Carey,L. (1987) (In S. Rosenberg Ed.) *Reading,Writing and Language Processes* (176-240). Cambridge, England: Cambridge University Press
- Heidari, F. (2011).Alternative Assessment Procedures in Iranian EFL Writing Classes: The Washback effect and Learners' Attitude. *Iranian Journal of Applied Linguistics Studies*. 3(1).
- Hidi,S. and Boscolo,P. (2007) *Writing and Motivation*. Amsterdam: Elsevier Ltd

- Hosseini, H. and Ghabanchi, Z. (2014) The Effect of Portfolio Assessment on EFL Learners' Reading Comprehension and Motivation. *English Language Teaching*. 7(5) Canadian Center of Science and Education
- Huang, H (2012) The Implementation of Portfolio Assessment in Integrated English Course. *English Language and Literature Studies*. 2(4),
- Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press
- Italo Beriso (1999) A comparison of the Effectiveness of Teacher Vs Peer Feedback on Addis Ababa University Students' Writing Revisions. AAU,( UnPublished PhD Thesis
- Jacobs,H.L., Zinkgraf,S.A.,Dormuth,D. R., Hartfiel,vV.F. & Hughey,J.B (1981) English Composition Program A practical Approach
- Janisch, C. Liu, X. and Akrofi, A. (2007). Implementing Alternative Assessment: Opportunities and Obstacles. *The Educational Forum* . 71,221-230
- Joram, E. et.al. (1992). The Effects of Revising with a Word processor on Written Composition. *Research in the Teaching of English*. 26 (2), 167-192
- Kalra, R., Sundrarajun, C., and Komintarachat, H. (2017) Using Portfolio as an Alternative Assessment Tool to Enhance Thai EFL Students Writing Skill. *Arab World English Journal (AWEJ)* 8 (20), 292-302
- Karabinar, S. (2014) Writing Approaches of Student Teachers of English. *Journal of Language and Linguistic Studies* .10(2),1-6
- Kefelegn Tefera.(2003) A study of Students' Academic Writing in Response to Instructors' Expectations at Addis Ababa University: Addis Ababa University ( MA thesis Unpublished)
- Kember, D. (1997) A Reconceptualization of the Research in to University Academics' Conceptions of Teaching. *Learning and Instruction*. 7(3)255-275
- Kember, D. & Kwan (2000) Lecturers' Approaches to Teaching and their relationships to Conceptions of Good Teaching. *Instructional Science*, 28, 469-490

- Khan,S.H. (2014) Phenomenography a Qualitative Research Methodology in Bangladesh. *International Journal on New Trends in Education and their Implications*.5(2), 1309-6249
- Khodadady, E. and Khodabakhshzade, H. (2012) The Effect of Portfolio and Self -Assessment on Writing Ability and Autonomy . *Journal of Language Teaching and Research*, 3(3),518-524
- Klimova,B.F. (2013) Approaches to the Teaching of Writing Skills. International Conference on Education and Educational Psychology.(ICEEPSY). *Procedia –Social and Behavioral Sciences*, 112,147-151
- Kobayashi, H and Rinnert,C. (2001) Factors Relating to EFL Writers' Discourse Level Revision Skills. *International Journal of English Studies (IJES)*. 1(2),71-101
- Kong, Y. (2017) Chinese TEFL Teachers' Conceptions of Writing: A Partial Credir Model Analysis. *European Journal of Educational Sciences, EJES*. 4(4),1857-6036
- Lam, B.and Kember, D. (2006). The Relationship between Conceptions of Teaching and Approaches to Teaching. *Teachers and Teaching: Theory and Practice*, 12(6), 693-713
- Lavelle, E.(1993) Development and Validation of an Inventory to assess Processes in College Composition. *British Journal of Educational Psychology*, 63, 475-482
- Lavelle. E. (2007) Approaches to Writing. In Rijlaarsdam,G.( Series Eds.) and M.Torrance, L.van Waes,& Galbraith ( Volume Eds.), *Writing and Cognition: Research and Applications* (Studies in Writing, vol.20, PP.219-230) .Amsterdam : Elsevier.
- Lavelle, E. and Bushrow, K. (2007 ) Writing Approaches of Graduate Students. *Educational Psychology*.27(6 ), 807-822
- Lavelle , E. and Guarino, A.J. (2003) A Multidimensional Approach to Understanding College Writing Processes. *Educational Psyschology*,23(3),295-305.

- Lavelle, E. and Zuercher, N.( 1999). University Students' Beliefs about Writing and Writing Approaches
- \_\_\_\_\_ (2001). The Writing Approaches of University Students. *Higher Education*, 42(3), 373-391
- Lazzio, A.,Keithia,W. &Simons,R.(2002) University Students' Perceptions of the Learning Environment and Academic Outcomes: Implications for Theory and Practice. *Studies in Higher Education*. 27(7), 27-52.
- Li, J. 1999. Revision Strategies in English –Second Language Academic Writing. Kingston, Ontario Canade ( Unpublished MA Thesis )
- Meron, Mesfin (2015) Evaluation of Writing Tasks: Grade Nine New Text Book in Focus. AAU.( Unpublished MA Thesis)
- Mesfin Aberra ( 2013) An Exploratory Study on the implementation of the process Approach to the teaching /learnig of the course Basic Writing Skills : the case of Hawassa University. AAU ( Unpublished PhD Thesis)
- Melketo, T. A. (2012) Exploring Tensions between English Teachers' Beliefs and Practices in Teaching Writing. *The International HETL Review*. Vol. 2, 98-114
- Ministry of Education (2013) Nationally Harmonized Curriculum for Undergraduate Program: Bachelor of Arts Degree in English Language and Literature. Addis Ababa
- Ministry of Education (2018) Ethiopian Education Development Roadmap (2018-30): An integrated Executive Summary. Ministry of Education: Education Strategy Center (ESC).Addis Ababa
- Mladenovici,V.;D.Ilie,M., Maricutoiu, L. and E.lancu,D. (2022) Approaches to Teaching in Higher Education: Perspective of Network Analysis Using the Revised Approaches to Teaching Inventory. *Higher Education*.84: 255-227
- Molla Asmare (2009). Some Causes of Writing Problems of Second Year English Majors At Abbiyi Addi College of Teacher Education. AAU ( Unpublished MA Thesis)

- Morehead, M.A, Lyman, L. and Foyle, C.H. (2009). *Working with Student Teachers: Getting and Giving the Best.* (2<sup>nd</sup> Ed) Lanham , Rowman and Littlefield Publishers. Inc.
- Moya,S.S. and O,Malley,M. (1994) A Portfolio Assessment Model for ESL.*The Journal of Educational Issues of Language Minority Students.*,13, 13-36
- Musuku,M.M.,Jili,N.N.,SabelaP.T.(2021)Assessment asa Pedagogy and Measuring Tool in Promoting Deep Learning In Institution of Higher Learning.*International Journal of Higher Education.* 10(2),274-283
- Nation, P.S.I. (2009). *Teaching ESL /EFL Reading and Writing.* New York; Routledge Taylor and Francis Group
- Nezakatgoo, B. (2011) The Effects of Portfolio Assessment on Writing of EFL students. *English Language Teaching.*4 (2), 231-241.
- Nomathamsanqa,T.(2008) Challenges in producing a portfolio for assessment : In search of Underpinning Educational Theories.*Teaching in Higher Education.*3(5),549-557
- Obeiah, S.F. and Bataineh, F.R. (2016)The Effect of Portfolio Based Assessment on Jordanian EFL Learners' Writing Performance. *Bellaterra Journal of Teaching and Learning Language and Literature.* 9(1), 32-46
- Opre, D. 2015. Teachers' Conceptions of Assessment. *Procedia, Social and Behavioral Sciences* 209 (2015) 229-233
- Pajares,F.(2003) Self Efficacy Beliefs, Motivation and Achivement in Writing:A Review of the Literature. *Reading and Writing Quarterly.* Taylor and Francis.139-158
- Prastikawati,F.E, Sophia and Sodiq, C.T. (2016) Portfolio Assessment's Impact on Writing Ability of English (Efl) Learners. *IOSO.Journal of Research and Method in Education.* 6 (6), 11-18.
- Pritchard, A. and Wollard, J. (2010). *Psychology for the Classroom: Constructivism and Social Learning.* New York: Rutledge.

- Purdie, N. & Hattie, J. (2002). Assessing Students' Conceptions of Learning. *Australian Journal of Educational and Developmental Psychology*. 2, 17-32
- Qi, H. (2022) Conceptions about teaching and Learning Held by EFL Teachers and Learners' in China, *Open Journal of Social Science*. 10, 314-325
- Qinghua, L. (2010) The impact of Portfolio –Based Writing Assessment on EFL writing Development of Chinese Learners. *Chinese Journal of Applied Linguistics*. 33(2), 103-116
- Ouidani, Y.E. and Baghdadi, S.Y. (2022) Main Approaches to Teaching Writing in EFL/ESL contexts. A Literature Review. *International Journal of Innovative Science and Research Technology*. 7, 524-533
- Ramsden, P. (1992). *Learning to Teach in Higher Education*. London: Routledge
- Richards, J.C and Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge, Cambridge University Press
- Richards, J.C. and Renandya, (2000). *Methodology in Language Teaching: An Anthology of Current Practices*. Cambridge : Cambridge University Press.
- Roohani, A. and Taheri, F. (2015) The Effect of Portfolio Assessment on EFL Learners' Expository Writing Ability. *Iranian Journal of Language Testing*. Tabaran Institute of Higher Education.
- Rosen L. (1999) Creating Writers Through Portfolio Assessment: Revision and Reflection. *Language Arts Journal of Michigan*. 15(2), Article 9. < <https://doi.org/10.9707/2168-149X.1382> >
- Schaffrath, D.S. and Sternberg, L. (1982, 621-623). *Literature, Red Level*. New York, Mc Dougal, Littell
- Sharifi, A. and Hassakhah, J. (2011) The Role of Portfolio Assessment and Reflection on Process Writing. *The Asian EFL Journal Quarterly*. March 2011. 13 (1), 193-223

- Shirvan, E. M and Golparvar, E.S. (2016) The Effects of Portfolio Assessment on General English Learners' Locus of Control and Achievement. *Khazar Journal of Humanities and Social Sciences*. 19(1),70-87
- Sin, S.(2010). Considerations of Quality in Phenomenographic Research. *International Journal of Qualitative Methods*. 9(4), 305-319
- Singh, K.Y. (2006) *Fundamentals of Research Methodology and Statistics*. New Delhi, New Age International Private Limited, Publishers
- Sze.C. (2002). A case Study of the Revision Process of a Reluctant ESL Student Writer. *The Canada Journal / Revue Du Canada* . 19(2),
- Tabatabaei, O. and Assefi, F. (2012) The Effect of Portfolio Assessment Technique on writing Performance of EFL Learner. *English Language Teaching*, 5(5), 138-147
- Taki, S. & Heidari, M.(2011) The Effect of Using Portfolio-Based Writing Assessment On Language Learning: The case of Young Iranian EFL Learners. *English Language Teaching*, 4(3), 192-199
- Teshome Tolla ( 2007) exploring the Effectiveness of Teaching and Learning of the Writing Skills: Assela College of Teachers' Education in Focus. AAU: MA Thesis (unpublished)
- Troia, G.A.; Shankland, R. K., Wolbers, K.A. (2012) .Motivation Researches in Writing: Theoretical and Empirical Considerations". *Reading and Writing Quarterly*. 28(1), 5-28 Appalachian University, Boone, North Carolina
- Trigwell, K. & Prosser, M. (1996) Changing Approaches to Teaching : A Relational Perspective. *Studies in Higher Education*. 21 (3), 275-284
- Trigwell, K., Prosser, M., and Waterhouse, F.(1999) Relations between Teachers' Approaches to Teaching and Students' Approaches to Learning. *Higher Education*. 37, 57-70
- Tyas, P.A. (2020) Promoting Students' Autonomous Learning Using Portfolio Assessment in EFL Writing Class. *Journal of English Educators Society*. 5(1), 75-81
- Uddin, Md. Eftekhari.(2014). Teachers' Pedagogical Beliefs and Its Reflection on The Practice in Teaching Writing in EFL Tertiary context in Bangladesh. *European Journal of Educational Science*. 1(3), 58-80

- Yonas Adaye (1996) Teaching Writing as a Process at First Year Level at Addis Ababa University with Special Reference to College English. AAU. (Unpublished MA Thesis)
- Yurdabakan, I and Erdogan, T. (2009) The Effects of Portfolio Assessment on Reading, Listening and Writing Skills of Secondary School Prep Class Students. *The Journal of International Social Research*. 2 (9).
- Wallace, L.D. and Hayes, R.J. (1991). Redefining Revision for Freshmen. *Research in The Teaching of English*. 25(1), 54-66. National Council of Teachers of English
- Westwood, P. (2004). *Learning and Learning Difficulties: A Hand Book for Teachers*; University Hong Kong; ACER Press
- Westwood, P. (2008). *What Teachers Need To Know about Teaching Methods*. Australia, ACER Press.
- Wilson, P. and Glazier, T.F. (2011). *The Least You Should Know about English Writing skills*. (10<sup>th</sup> ed) Boston; Wordsworth, Cengage Learning
- Witte, S. (2013). Preaching What We Practice: A Study of Revision. *Journal Of Curriculum and Instruction (JoCI)*, 6 (2), 35-59.
- Xu, L. (2012). The Role of Teachers' Beliefs in the Language Teaching-learning Process. *Theory and Practice in Language Studies*. 2(7), 1370-1402
- Yurdabakan, I. and Erdogan, T. (2009). The Effects of Portfolio Assessment on Reading, Listening and writing skills of Secondary Schools prep class students. *The Journal of International Social Research*, 2(9), 526-538
- Zamel, V. (1982). Writing the Process of Discovering Meaning *TESOL Quarterly*. 16 (.2), 195-209
- Zelege Arficho (2016) Ethiopian Public University Entrants' Writing Skills in English Language: The Case of Hawassa University Entrants. *International Journal of English and Education*, 5(3), 465-474

## APPENDIX 1

### The Experimenter Training Manual

#### 1.1.General introduction

Portfolio assessment is a type of alternative assessment that is supposed to integrate instruction and assessment. It is an assessment tool consistent with the new models of instructional delivery – social constructivists’ and cognitive theory of learning (Cakan, Mihladiz, and Gocmen-Taskin, 2010, p.362). This conception of teaching and learning emphasizes the active role of the learner in building or constructing knowledge. Accordingly, portfolio assessment gives students’ opportunity to reveal their individual effort, development and success in learning and attaining the course objective. In addition, learning has to be self directed, and the teachers’ role is to give students learning opportunity. This can be promoted by employing portfolio assessment. Learning can also be effective by the active participation of the learner by way of reflecting on every day practices of learning. The major intent of the research is to experiment portfolio assessment in Ethiopian universities, and to check whether portfolio has positive effects to transform students’ deep conceptions of writing and writing performances as well.

#### 1.2.Objectives of the training

As it has been stated above, this training manual was designed to meet the following objectives. After completing the training, the trainee (the experimenter) will be able to

- recognize the basic features of alternative assessment schemes and the theoretical basis of implementing alternative assessment in general and portfolio assessment in particular
- identify the basic characteristics of portfolio assessment
- know how to employ portfolios to teach and assess students’ writing skills
- understand strategies that foster the use of portfolio assessment to promote deep conceptions of writing skills
- develop positive attitude to use portfolios to assess students’ writing performance
- demonstrate the benefits of using portfolios to promote deep conceptions of writing

## **Focus areas of the training manual**

### **1. General Descriptions of the Training**

The training in short will focus on experimenting the effects of PBA on first year undergraduate students' conceptions and approaches to writing and their writing performance. To make things clear the term "conceptions" is defined as beliefs, views or orientations about things that do have direct connections with our life. Hence, conceptions are general views or understanding of a phenomenon. The phenomenon can be learning in general or learning specific skills or knowledge. The phenomenon in this context is writing in English. Thus, students' conceptions of writing is expected to answer

- what seem the students' understanding of writing ( or their views and beliefs about what is writing in English) ;
- What are the basic steps and procedures that students employ to accomplish a writing task or activity?
- How do the students conceptualize writing or composing in English?

The conceptions of learning in general and of writing in particular are categorized as surface and deep conceptions. Surface conceptions of writing are conceptualized as superficial understanding of writing, and it is also viewed as immature and unsure beliefs about ones' capability to write in English. In Lavelle's (1993) categorization of students' conceptions of writing, surface conceptions are of three types: procedural, spontaneous impulsive and low self efficacy. On the other hand, deep and meaningful conceptions of writing are manifested on conceptualizing writing as a creative and selfreflection endeavor. Deep conception of writing is manifested on the writers' effort to elaborate ideas and reflect on his or her attempt to explain ideas creatively. As Lavelle (1993) categorized, elaborative conceptions and reflective revisionist conceptions are manifestations of deep conceptions of writing.

Surface conceptions are not expected to be fruitful whereas deep conceptions of writing are expected to bring change in the quality of students' writing. Thus, whether portfolio promotes deep conception of writing or not is a research agendum that has not yet been answered properly.

This experimental research, therefore, is designed to verify the effects of portfolio based assessment on students' conceptions' and approaches to writing.

## **2. Defining portfolio assessment**

Portfolios are multiple writing samples, written over time, and purposefully selected from various genres to best represent a student's abilities, progress and most successful texts in a particular context (Hyland, 2003 P 233). Accordingly, portfolio assessment gives students opportunity to write on different topics, to rework on the assignments given, to improve their writings, to reflect on their learning experiences and to select representative samples. Portfolios mainly focus on collecting students sample writings and giving them opportunities to reflect on their writing experiences.

## **3. Theoretical basis of implementing portfolios**

The theoretical basis of portfolio based assessment is social constructivists' and cognitive theory of learning. Since the 1990's, the issue of alternative assessment have been introduced on the basis of a change in the conceptions of teaching and learning. Basically, learning and teaching which previously conceived as transmitting knowledge from the teacher to the students was changed in to giving students' opportunity to solve their personal problems, to think creatively and come up with solutions.

### **➤ Social Constructivists' and cognitive theory of learning**

According to Pitchard, and Poollard (2010, p.1-18), the social constructivist and the social cognitive theory of learning, are elements of the broader constructivist theory of learning. The theory of learning that is considered as a shift from the behaviourist conception of learning have been summarized to make the training easy and manageable. Accordingly, there are different schools of thought instigated by constructivist epistemological and ontological assertions of knowledge and reality. However, constructivist learning theory as a whole has the following core characteristics. The first one is relating information with previous experience, or schema based learning. Learners would learn best if they were given the opportunity to use their prior world experiences to learn a new concept or idea (Biggs & Tang, 2007, p. 97) Thus, learning is associating new experience with sets of experiences in the previous time. By using association

and accommodation strategies, learners are expected to integrate new experiences with their previous experiences. That possibly has made their learning lasting, unforgettable, deep and meaningful. Secondly, constructivist theory of learning has made the student the center of learning. Thus, teaching gives credit to individual's as learner. Learning should consider individuals as the focal point of learning. Thus, learning should make individuals as a center of the act of learning. Learners should be responsible for their own learning. Learning is also supposed to be self-regulated, and self-directed. Thirdly, learning should base authentic experiences of the learner in order to have long lasting effects. Authentic experiences make learning meaningful, interesting, and problem based. Fourthly, especially social constructivist theory of learning valued meaningful interaction as an effective way of guiding learners. Learning is a social act where learners get more opportunities of learning through interaction, collaboration, and group activities. Accordingly, portfolio gives learners opportunity to get feedback from diverse sources and it invites learners to share views points and ideas for improvement.

#### **4. Features of portfolio assessment**

Portfolio assessment has distinct features that have made the assessment scheme compatible with the aforementioned theoretical basis of learning. Portfolio compilation provides different opportunities for learning and development ( Hamp-Lyons & Condon,2000,p.35)

- **Collection of learning evidences**

Students are expected to collect their writings or samples for final assessment. The samples to be collected can be restricted by the teacher, or it can be negotiated with the learner. In some cases, it is also possible that students may have the freedom to collect what they want to present for final assessment. Usually, the samples to be collected are tuned with the course goals and the competencies that students are expected to develop. On the basis of the portfolio protocol, students are given cues to compile their portfolios.

- **Reflection**

Reflection is a technique that makes learning active and student centered because learning is not expected to be “a static presentation” of what students know and do rather it invites students to

critically assess the learning process and its efficiency. In addition, reflection gives opportunity to see gaps in the previous endeavor and possible ways of bridging the gaps in the future endeavor. That is why reflection is considered as the soul of portfolio assessment. Reflection on action makes learning active and student directed. Accordingly, the teacher is expected to give reflection prompts in order to help learners reflect on their writing experiences. As reflection is a new concept to the students, the teacher should clearly describe the essence of reflection and he can model reflection in class. Reflection is thinking about ones practices, its efficiency, its strengths, weaknesses, opportunities, challenges and threats. Whenever students think of their practice they start to consider their limitations and possible ways of bridging their limitations by way of making an act of having the opportunity to reflect on one's learning.

- **Delayed evaluation**

Usually traditional, paper and pencil tests and inclass and writing assignments require students to write on a topic and improve it and submit for the teachers' comments or grading. Thus, students do not have the opportunity to reconsider what has been submitted and commented by the teacher. Portfolio assessment, on the other hand, gives students opportunity to reconsider comments given by the teacher or other students before the final assessment. Thus, making delayed evaluation encourages students to conceive learning as a whole instead of disregarding earlier part of the course.

- **Range**

Portfolios are concerned on individuals and their authentic experiences. As a result, learning involves a wide range of activities that are supposed to meet students' individual needs and interests. That is a get way of dragging the attention of the students to the learning experiences. Range refers to the scope of the expected writings to be incorporated in the writing portfolio. This is also one way by which writing tasks and activities are personalized to the needs and interests of the learners.

- **Self- and peer -assessment**

Portfolio assessment emphasizes self-assessment by way of employing assessment rubrics that require students to evaluate the different aspects of their writings. Self-assessment rubrics have

general features that serve for all types of writings and specific features that can be used for a particular type of writing ( summary, conclusion, paragraph, essay) or different genres ( descriptive, expository , argumentative, narrative etc.)

Self-assessment makes learners more responsible for their own learning. Students rarely gets comments from the classroom teacher in our context because the class-size is large, the teachers work load is also heavy. In this case, peer assessment can be effective way of helping one another by way of using different students' groupings. The teacher can model how to comment on their classmates' work. In addition, the teacher should encourage students to comment on each other's work sincerely. It is necessary to make clear that giving or receiving comments is part of the learning process rather than the assessment one.

- **Selection**

Selection of work samples as a strategy is employed to let students make judgments on the best works that they present for final assessment. In practice, selecting the best work needs critical assessment of what the students have done in the course of compiling their portfolios. Additionally, selecting best works for assessment can be done to make the portfolio assessment fair, feasible, and objective. For example, if students have produces different paragraphs and essay throughout the course, they can be required to choose one best paragraph and one best essay for final grading.

### **How to motivate students to work on their portfolio**

Portfolio compilation needs motivation, commitment and discipline to make the task easy and manageable. The teacher has a responsibility to motivate and encouraged learners to begin the portfolio compilation process as early as possible. It has to be done with discipline. As a result teachers should remind the students to start doing the portfolios early, should see the attempts and comment on the students' progress as early as possible. Teachers' should make clear that a valuable portfolio is a document that reflects the students' gradual endeavor, and it reflects how students went through the process of improving their writing skills. It is not a mere collection of writings, but it is a document that shows how students bridge the difficulties, problems, and challenges throughout the process. Portfolios usually incorporate:

- Mandatory writing activities
- Draft writings ( one two or more ),
- The drafts that show the type of revisions made
- the comments given by peers or by the teacher or by self assessment,
- Reflections on learning experiences that show the changes and amendments
- Final drafts
- Optional writings that show students’ personal interests
- General reflection on portfolio experiences

### Teachers’ and students’ Roles in Portfolio assessment

Teachers’ Role	Students’ Roles
Makes the assessment scheme clear	To start compiling portfolios as early as possible
Reminds students to begin portfolio writings as early as possible	Consult the teacher in case of difficulty
Deliver self-assessment rubrics	Not to copy texts , or writings from others, or from online sources
Make the classroom environment collaborative	Learn writing by way of practicing and out of class endeavor
Employ peer assessment	Be ready to give comments and receive comments from different sources, mainly from peers
Take a facilitator role	Do activities as per the guidelines given by the teacher; excellence should come by way of constant improvement and endeavor
Make learning to happen in a unique and individual way	Focus on bulding a writer’s identity ; sow their individuality and uniqueness by writing about oneself

## How to synchronize the portfolio protocol and the course guide book

Portfolio compilations should be done on the basis of the portfolio protocol. The protocol guides the teacher to make things clear beforehand. Students also know their responsibility because the protocol clearly states compulsory and optional activities from selected units.

## Major distinctions between experimental and control group in instruction and assessment schemes

The same teacher managed both the experimental and the control groups. Major distinctions between the experimental and the control group are presented as follow:

Activities	Experimental group	Control group
<b>Selected writing activities from the module</b>	the same	the same
<b>Teaching approach: Process writing</b>	the same	the same
<b>Revision</b>	The teacher should require students to show revision documents in the portfolio Plan-write – revise (with reflection and keeping doc)-rewrite whenever they have opportunity-edit –proofreading-keeping in portfolio (open for re-seeing)	The teacher inform them to revise ( as part of the writing process), but he does not require them keep the revision documents for assessment Plan-write-revise-edit –proof reading- submitting
<b>Reflection on learning experiences</b>	Teacher motivates the students to reflect.	No reflection on learning experiences
<b>Delayed evaluation</b>	Yes , opportunity for improvement and redoing until the students submit the compiled work at the end of the course	No opportunity for redoing; once a test or an assessment is done

<b>Self-assessment</b>	promoted to make improvements on the students' writings	it is not employed with assessment rubrics
<b>Peer assessment</b>	Out of class peer assessment is promoted to be done out of class	In class, peer assessment are the same
<b>Range</b>	Students have freedom to incorporate additional writings (out of class writings) on the basis of the portfolio protocol	Students do only activities stated in the module

### **Assessing the portfolio**

The portfolio is mainly used as a learning tool to maximize the opportunity of students learning by independent and self-directed learning. Accordingly, the focus of assessing the portfolio is done in two ways.

#### **1. Requiring students to select samples for final assessment**

Portfolio compilation with clear selection scheme can make the assessment feasible. The students are required to choose samples for final assessment; this scheme can make the portfolio evaluation feasible.

Example : One essay.....5%                      One paragraph .....10%  
                     One summary .....5%                      General feature of the portfolio.....5%

#### **2. Assessing the portfolio by using holistic assessment scheme**

No	Assessment scheme	1	2	3	4	5
1	The student's effort to reflect on their learning experiences.					
2	The student's effort to go through the required steps.					
3	The overall quality of the student's writings					
4	The student's effort to complete all compulsory activities.					
5	The student's effort to do recommended optional activities.					
6	General quality of the portfolio					

## APPENDIX 2

### Detailed Scheme of the Writing Instruction in Experimental Group and Control Group

Compulsory Activities	Experimental group	Control group
Activity 1.3.; Activity 1.4. Activity 2.3; Activity 2.5 Activity 3.5 Activity 4.4. writing summary and conclusion	Students do all activities chosen as compulsory activities <b>writing summaries, paragraphs, essays:</b> get comments from different sources	Students do all activities chosen as compulsory activities <b>Writing Summaries, paragraphs, and essays:</b> students write summaries, paragraphs and essays individually and in groups.
Activity 1.10. Activity 2.14 Activity 3.10 Activity 1.15.; paragraph writings	<b>Self and peer assessment:</b> students are given rubrics( three types of rubrics that were designed for summaries & conclusions, paragraphs and essays )	Students can receive <b>feedback</b> from peers or others , but (feedback is mainly expected of the teacher )
Activity 1.12 Evaluating reports		
Activity 5.9. Writing an Essay	<b>Drafts:</b> students are encouraged to rewrite and attach any evidences that show the gradual development of their writings (drafts, notes, outlines, etc) <b>Compulsory Reflections:</b> Students write reflections on three distinct writing experiences: summary & conclusion writing, paragraph writing and essay writing <b>Optional Reflections:</b> students can reflect on any significant learning experiences on the basis of their choice <b>Collection :</b> students collect all evidences till the end of the semester , but throughout the semester discussions and conferences continued with the teacher At the end of the semester , students were informed to <b>select</b> one exemplary summary , and one paragraph for final assessment	<b>Writing the final draft : students were learnt about drafting, but</b> drafts were not considered in assessment. Only the final draft is considered. <b>Receiving feedback :</b> students receive feedback mainly from the teacher and the teacher give marks and move on to the next writings <b>Tests, in class writings and individual and group writing assignments</b> were given to assess students' development. The writing assignments were given mainly to make teaching writing equally manageable in both groups.
<b>Optional Writing Activities:</b>		
<ul style="list-style-type: none"> <li>• Writing activities other than the compulsory activities given in the module were also optional activities</li> <li>• additional writings on the prompts given by the teacher; students were encouraged to write on any topic of their interest</li> </ul>	<ul style="list-style-type: none"> <li>• Choose topics and write paragraphs, essays, and notes on the basis of their personal choice;</li> <li>• Students were informed that the final assessment was going to give credit to students' effort and commitment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students were advised to do out of class writings on the basis of their interest to develop their writing skills , but there is no specific direction given to write and present their independent writings for assessment</li> </ul>
<b>General Reflection</b>	Students were required to write general reflection on their Portfolio compilation experiences	Students were not required to reflect on their course experiences

## APPENDIX 3

### Selected Cues for compiling Portfolios- A guideline for students

#### Portfolio Assessment

#### Total Weight: 25 %

Portfolios are compiled works of students' writings that show the students effort to develop their writing skills.

#### Purposes of portfolio compilation are:

- *to assess students' progress in written communication skills;*
- *to increase student use of strategies that boost the quality of their writings;*
- *to encourage first year university students' development as a writer*

#### Elements of your Portfolio and organization of the contents in your portfolio

#### Your portfolio needs to have

1. **Cover page** (A Writing Portfolio compiled by Name ...ID.No.....)

2. **Activity 1.3. Unit one**

**Writing summary** Drafts (first, second, third or more attempts that show the improvement in students' writing)

Final drafts

**Activity 1.4. unit one , Activity 2.3. and 2.5 , unit two,**

**Activity 4.4. unit four**

**Writing a brief conclusion to the passages in different units**

Drafts (first second or third attempts); outlines

Final Draft

**Reflection** on the experiences of summary and conclusion writing

3. **Activity 1.10. paragraph writing using active and passive verb forms**

Drafts ( attempts to write the paragraphs); outlines

Final Draft

**4. Activity 1.15. Discuss a problem you encounter at school in a paragraph ( if you like you can write more than a paragraph )**

Drafts , outlines

Final Draft

**5. Activity 3.10 the causes and solutions for global warming**

Drafts

Final Draft

**Reflection** on your paragraph writing experiences

**6. Activity 5.9 writing an essay**

Drafts

Final Draft

**Reflection** of your essay writing experiences

**Optional Writing Activities: You can choose topics of your interest, and write on different topics**

- **Other writing activities given in the module**
- Diaries of everyday experiences;
- Personal narratives such as “my first schooling experience, my first kiss...., my first university experience, etc.
- The most embarrassing or exciting moments of my life
- My hobbies and interests,
- My vision or professional aspiration
- The most interesting movie I have ever seen,
- The most exciting book I have ever read
- My role model and

***N.B. you can write on any topic of your interest***

**7. General Reflection:** Write general experiences you have got from compiling portfolios in one page

(write general remarks on portfolio assessment )

**APPENDIX 4**  
**Students' Questionnaire (Inventory of Processes in College Composition)**

**Addis Ababa University**

**College of Humanities, Language Studies, Journalism and Communication**

**Department of Foreign Languages and Literature**

**Students' Questionnaire**

**Dear Students,**

This questionnaire is designed to elicit information for the purposes of a PhD research in English Language Teaching (ELT). The main goal of the research is to get data about EFL students' beliefs about writing skills, and their preferred approaches to writing. The questionnaire describes different ways that university students perform writing in English. There are no right or wrong answers because the way students practice writing in English may differ from person to person. Accordingly, think about what you usually do and respond quickly. The findings of the study, therefore, are expected to have contributions for further improvement of writing instruction in Ethiopian universities. Please, take time and give genuine responses.

N.B.

- The collected data will be used only for research purpose; accordingly, genuine responses that reflect your feelings and experiences are very important to meet the intended purpose.
- The items are designed to measure the level of your agreement or disagreement on the given ideas; accordingly, the items do not have correct answers.

***Thank you in advance for your unreserved cooperation.***

*Yours Sincerely*

*Habtamu G/kidan*

*DFLL*

*AAU*

**Part One: Background Information**  
**Part One: Background Information**

- 1.1. *Age: 19-21* .....   
           22-24.....   
           25-27.....   
           28 and Above .....
- 1.2. **Sex:**  
       Male.....   
       Female .....
- 1.3. How do you evaluate your ability to write in English?  
       Excellent.....   
       Very good.....   
       Good .....   
       Poor .....

**Part II. This part consists of 70 items that intend to assess students' beliefs, practices and understanding of writing in English.**

Read each item and circle the scale that explains your beliefs and approaches to writing. The abbreviations of the scale are presented as follow:

- Strongly Agree (SA).....5**  
**Agree (A).....4**  
**Undecided (U) .....3**  
**Disagree (D) .....2**  
**Strongly Disagree (SD).....1**

No.	Items	SA	A	U	D	SD
	<b>Factor I Elaborative</b>					
51	Writing makes me feel good.	5	4	3	2	1
66	I tend to give a lot of descriptions and detail.	5	4	3	2	1
2	I put a lot of myself in writing.	5	4	3	2	1
11	I use written assignments as learning experiences.	5	4	3	2	1
19	Writing an essay or paper is making a new meaning.	5	4	3	2	1
29	At times, my writing has given me deep personal satisfaction.	5	4	3	2	1

32	Writing is like a journey.	5	4	3	2	1
38	It is important to me to like what I have written.	5	4	3	2	1
21	I think about how I come across in my writing.	5	4	3	2	1
65	I often think about my essay when I am not writing.(e.g., late at night)	5	4	3	2	1
35	I sometimes get sudden inspirations in writing.	5	4	3	2	1
4	Writing helps me organize information in my mind.	5	4	3	2	1
55	I give clues to the reader by giving a hint of what's to come.	5	4	3	2	1
7	I often use analogy (examples having similar features) and metaphor (symbolic relationship) in my writing.	5	4	3	2	1
16	I imagine the reaction that my readers might have to my paper.	5	4	3	2	1
33	When writing a paper, I often get ideas for other papers.	5	4	3	2	1
62	I compare and contrast ideas to make my writing clear.	5	4	3	2	1
63	I visualize what I'm writing about.	5	4	3	2	1
12	Writing reminds me of other things that I do.	5	4	3	2	1
36	Writing is symbolic or figurative.	5	4	3	2	1
44	Originality (resourcefulness) in writing is highly important.	5	4	3	2	1
59	I try to meet different purposes through my writing such as entertaining, informing and impressing my audience.	5	4	3	2	1
6	I use a lot of definitions and examples to make things clear in my writing.	5	4	3	2	1
	<b>Factor II: Low –Self Efficacy</b>					
64	I can write an essay or extended essay.	5	4	3	2	1
23	Writing an essay or paper is always a slow process.	5	4	3	2	1
67	Studying grammar and punctuation would greatly improve my writing.	5	4	3	2	1
10	Having my writing evaluated scares me.	5	4	3	2	1
20	I expect good grades on essays and writing assignments.	5	4	3	2	1
58	I need special encouragement to do my best writing.	5	4	3	2	1
45	I do well on essay tests.	5	4	3	2	1
48	I can write simple, compound, and complex sentences.	5	4	3	2	1
25	Usually, my writing <b>does not</b> expresses what I really think	5	4	3	2	1
22	I like to work in small groups to discuss ideas or to do revision in writing.	5	4	3	2	1
8	The most important thing in writing is observing the rules of grammar, punctuation and organization.	5	4	3	2	1
70	I often do written assignment/s at the last minute and still get a good	5	4	3	2	1

	grade.					
17	I can't revise my own writing because I can't see my own mistakes.	5	4	3	2	1
37	If the assignment requires 1000 words , I try to write just about that many.	5	4	3	2	1
	<b>Factor III Reflective –Revision</b>					
26	I re-examine and restate my thoughts in revision.	5	4	3	2	1
68	There is one best way to write a written assignment.	5	4	3	2	1
41	I complete each sentence and revise it before going on to the next.	5	4	3	2	1
5	The reason for writing an essay really doesn't worry me.	5	4	3	2	1
57	Often my first draft is my finished product.	5	4	3	2	1
39	Revision is a onetime process at the end.	5	4	3	2	1
3	When an assignment that requires an argument or view point is given, I immediately know which side I will take.	5	4	3	2	1
42	My prewriting notes are always a mess.	5	4	3	2	1
54	I plan out my writing and stick to that plan.	5	4	3	2	1
31	In my writing, I use a/some ideas to support other, larger ideas.	5	4	3	2	1
15	Revision is the process of finding the shape of my writing.	5	4	3	2	1
34	The question dictates the type of essay needed.	5	4	3	2	1
	<b>Factor IV: Spontaneous Impulsive</b>					
14	My writing just happens with little planning or preparation.	5	4	3	2	1
49	I never think about how I perform writing.	5	4	3	2	1
9	I usually write several paragraphs before rereading.	5	4	3	2	1
28	I just write “ of the top of my head” and then go back and reword the whole thing.	5	4	3	2	1
46	I start with a fairly detailed outline.	5	4	3	2	1
24	I plan, write and revise all the same time.	5	4	3	2	1
40	I am my own audience.	5	4	3	2	1
50	When I begin to write, I have only a vague idea of how my essay would appear.	5	4	3	2	1
30	Revision is making minor changes—just touching things up and rewording.	5	4	3	2	1
43	When writing an essay or paper, I just write out what I would say if I were talking.	5	4	3	2	1
18	I set aside specific time to do written assignments.	5	4	3	2	1
	<b>Factor V: Procedural</b>					
52	When writing an essay, I stick to the rules.	5	4	3	2	1
61	I closely examine what the essay is in need of.	5	4	3	2	1
60	I keep my theme or topic clearly in mind as I write..	5	4	3	2	1
47	I can usually find one main sentence that tells the theme of my essay.	5	4	3	2	1

56	The teacher is the most important audience.	5	4	3	2	1
13	I like written assignments to be well-specified with details included.	5	4	3	2	1
69	My intention in writing papers or essays is just to answer the questions.	5	4	3	2	1
27	The main reason for writing an essay or paper is to get a good grade on it.	5	4	3	2	1
1	An essay is primarily a sequence of ideas, an orderly arrangement.	5	4	3	2	1
53	I worry about how much time my essay will take.	5	4	3	2	1

**Part III. Please give detailed responses to the following questions.**

1. What are the common strategies that you employ to complete a writing activity successfully?

---



---



---



---



---

2. How do you explain your ultimate goals of learning writing in English?

---



---

## APPENDIX 5

### Teachers' Questionnaire

Addis Ababa University

College of Humanities, Language Studies Journalism and Communication

Department of Foreign Languages and Literature

### Instructors' Questionnaire

**Dear Instructors,**

This questionnaire is designed to investigate instructors' conceptions of writing. The data collected through this questionnaire will be used only for a research purpose; therefore, your genuine responses are very important. You are kindly requested to give responses that reflect your feelings, thoughts and experiences. The items are not correct or wrong by themselves but they reflect ideas that would be consistent or inconsistent with your beliefs about teaching and learning writing.

**N.B.** As the data will only be used for research purpose, please give responses that reflect your genuine feelings and experiences.

The findings of the study may have significant contribution for further improvement of teachers' professional practice in EFL writing classes.

**Thank you, in advance for your unreserved cooperation.**

*Yours, sincerely*  
*Habtamu G/Kidan*  
*DFLL*  
*AAU*

**Part One: Demographic Information**

1.4. Sex: Male  Female

1.5. Specialization: TEFL.....

Literature .....

Linguistics .....

Journalism and Communication....

Specify (any other).....

1.6. Academic Rank : BA/BED.....

MA.....

PhD.....

1.7. Experience in Teaching English \_\_\_\_\_

**Part II: This part consists of 37 items that intend to assess teachers’ beliefs and practices about the teaching and learning of writing skills. For each item, there are five options:**

**Strongly Agree (SA) 5    Agree (A) 4    Undecided (U) 3    Disagree (D) 2  
Strongly Disagree (SD) 1**

**Circle the choice that shows the level of your agreement and disagreement on the given items.**

No	Items	Strongly Agree5	Agree 4	Un decided 3	Disagree 2	Strongly Disagree 1
<b>Traditional conceptions of Teaching Writing</b>						
1	Using different samples to work on and analyze is one of the best ways of teaching writing skills.	5	4	3	2	1
2	Knowing grammatical structures and vocabulary plays an important role in learning writing skills.	5	4	3	2	1
3	A focus on the organizations of paragraphs and ideas is an effective way of teaching and learning writing skills.	5	4	3	2	1
4	Students should be taught to write a good sentence first, then a good paragraph and only after that to write an essay.	5	4	3	2	1
5	It is the role of a writing teacher to impart a body of knowledge to the learner through such activities as explanations, writing and example.	5	4	3	2	1
6	The writing teacher has a body of knowledge about writing and the learner does not.	5	4	3	2	1

7	Students need a teacher, who can correct them, to learn English writing properly.	5	4	3	2	1
8	During writing lesson, it is important to keep students confined to the course module.	5	4	3	2	1
18	Usually, I explain how to write and require students to write and submit for assessment.	5	4	3	2	1
19	I usually teach writing about how to write effective sentences.	5	4	3	2	1
20	Good writers spontaneously produce an effective text.	5	4	3	2	1
21	Usually, I do not worry about how students complete their writing so long as they came up with a good writing.	5	4	3	2	1
22	Effective writers can put their ideas in one attempt.	5	4	3	2	1
	<b>Constructivists conceptions of Teaching Writing</b>	5	4	3	2	1
9	Learning writing needs giving students ample opportunities to explore discuss and express their ideas.	5	4	3	2	1
10	Good teaching means encouraging students to solve their learning problems by themselves.	5	4	3	2	1
11	Students have unique or special needs and deserve an education tailored to their needs.	5	4	3	2	1
12	Writing is best learned by doing a lot of writing.	5	4	3	2	1
13	My major concern in teaching writing is to help students learn strategies that make them effective writer.	5	4	3	2	1
14	Writing skills develop through discovering meaning through rewriting.	5	4	3	2	1
15	Brainstorming before starting to write is necessary.	5	4	3	2	1
16	Writing skills is best learnt when students self-regulate their own learning.	5	4	3	2	1
17	The subjects for writing should be on the choice of students.	5	4	3	2	1
23	Revision is the act of discovering inputs that enhance readability of the text.	5	4	3	2	1
24	Multiple drafting of texts is a sign of students' writing difficulty.	5	4	3	2	1
25	Good writers rewrite texts in order to maximize the quality of their text.	5	4	3	2	1
26	Good texts evolve through the process of planning, drafting and revising.	5	4	3	2	1
27	It is impractical to let students go through the esteemed writing processes such as planning, drafting, revising, and editing.	5	4	3	2	1
	<b>Traditional Conceptions of Writing Assessment</b>					
28	Assessment is solely the responsibility of the teacher.	5	4	3	2	1
30	I usually do assessment in writing class to grade students' performance.	5	4	3	2	1
34	I employ tests to assess the writing performance of my students.	5	4	3	2	1
35	I usually give marks only to the students' final draft.	5	4	3	2	1
	<b>Constructivists' Conceptions of Writing Assessment</b>					
29	My assessment focuses on students' learning and development.	5	4	3	2	1
31	I employ assessment students to self-assess their writing.	5	4	3	2	1
32	I use peer assessment in my writing class.	5	4	3	2	1
33	I employ assessment that requires students engage in doing writing for long time.	5	4	3	2	
36	My assessment encourages students' practice writing out of class.	5	4	3	2	1
37	I give feedback before students write and submit their final draft.	5	4	3	2	1

**Part III. In this part you can find the types of comments that you give for your students. Based on your experience of teaching writing skills, please give genuine responses.**

**For each item, there are five options:**

- 1. Never    2. Rarely    3. Sometimes    4. Often    5. Very often**

**Circle the choice that best describe your experience in teaching writing skills.**

No	Items	Very Often 5	Often 4	Sometimes 3	Rarely 2	Never 1
	<b>Written Feedback Requested Deep Revision</b>					
	<i>When I give written feedback for my students,</i>					
38	I usually comment my students to add relevant details, examples.	5	4	3	2	1
39	I require students to cut or delete unhelpful details, examples and supports.	5	4	3	2	1
40	I give comments that require students to create new paragraphs.	5	4	3	2	1
41	I suggest comments that entail cutting sections partly or wholly.	5	4	3	2	1
42	I give comments that invite students to change the overall focus and purpose of the essay or the paragraph.	5	4	3	2	1
43	I invite students to redraft a new introduction, supporting paragraphs and conclusion.	5	4	3	2	1
44	I invite students to change the thesis statement and thereby change the focus of the paper.	5	4	3	2	1
45	I invite students to develop more examples.	5	4	3	2	1
46	I require students to incorporate more descriptive, concrete and vivid details.	5	4	3	2	1
47	I require students to address the audience of the document more directly and effectively.	5	4	3	2	1
48	I give comments that require developing clarity with specific sentences or passage.	5	4	3	2	1
50	I give comments that require students to make the thesis more assertive or reflective of the whole paper.	5	4	3	2	1
	<b>Written Feedback Requested Surface Revision</b>					
49	I give comments that focus on proofreading for grammatical correctness.	5	4	3	2	1
51	I comment my students to consider sentence variety – varied lengths and types of sentences.	5	4	3	2	1
52	I give comments that help students avoid choppy approach.	5	4	3	2	1
53	I give comments that invite students reconsider the right words in specific sentences.	5	4	3	2	1
54	I comment students to cut unnecessary words.	5	4	3	2	1
55	I give comments that require students to insert necessary words.	5	4	3	2	1
56	I give comments about mechanics of writing such as capitalization and punctuation marks.	5	4	3	2	1

57	I comment students to reconsider paragraphing problems.	5	4	3	2	1
58	I comment students to check spelling errors.	5	4	3	2	1
59	I require students to check sentence errors such as incomplete sentences.	5	4	3	2	1

**IV. Open- Ended Questions**

1. What are major challenges that you face to teach writing skills effectively?

---



---



---

2. What are your major goals while teaching writing skills?

---



---



---



---









**APPENDIX 10**

**Reflection Sheet with Prompts**

**Student's Reflection Sheet**

1. Major difficulties or problems that I face in doing writing tasks/activities are

---

---

---

---

2. Important points that I have learnt from the writing activities that I have completed recently

---

---

---

3. Has this experience shown any deficiencies in your writing skills? What are they ?

---

---

---

4. Attempts that I have made to improve the quality of my writing are

---

---

---

---

5. My plan to improve my writing skills, particularly for the subsequent writing activity is

---

---

---

6. Other points that you want to mention on the basis of your writing experiences

---

---

---

---

### Experimenter's Reflection Prompts

1. Have you observed any change on your students' general behavior?

---

---

---

2. Have you seen any change on your students' writing behavior (affect to write, re-write and revise)?

---

---

---

---

3. Have you seen any progress on your students' writing skills?

---

---

---

---

4. Have you faced any challenge in using portfolio as an assessment scheme?

---

---

---

5. Have you faced any problem to use portfolios as an assessment scheme? How did you solve the problems you encountered in the process?

---

---

---

---

6. If you have additional comments, write

---

---

---

---

---

## APPENDIX 11

### Classroom Observation Checklist (Pilot Study)

		Yes	No	Remarks on issues
1.	The writing instruction seems to focus on the <i>product</i>			
2	The writing instruction seems to go through <i>writing process</i>			
3	The teacher tends to teach <i>individual writing skills</i>			
4	Opportunity is given for <i>peer assessment</i> or <i>review</i>			
5	Attempts to have <i>discussion</i> or collaboration for task achievement are observed			
6	Students are given opportunity for <i>self-assessment</i>			
7	Attempts are made to inspire students' and help them understand learning goals			
8	Attempts are made to drag students' attention to <i>reflection</i> (opportunity to see their weaknesses and strengths)			
9	The teacher reminds students to work on their portfolio			
10	The teacher uses active writing motivators such as brainstorming, free-writing , etc.			
11	The teacher attempts to promote independent and out of class writing.			
12	The teaching approach seems holistic.			
13	Appropriate writing context is given to relate			

	the lesson to the students' background experience			
14	The teacher reminds his/her assessment expectation on different occasion			
15	The teacher motivates or inspires learners			
16	The teacher tends to focus on what learners do			

General comments

---



---



---



---



---



---

Observer's name \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX 12

### Students' Interview Guidelines

**Addis Ababa University**

**College of Humanities, Language Studies, Journalism and Communication**

**Department of Foreign Languages and Literature**

**Interview guidelines (for EFL Students)**

Venue: \_\_\_\_\_ Age : \_\_\_\_\_

Gender: \_\_\_\_\_ Date : \_\_\_\_\_

Dear learner, this interview is planned to collect data about your conceptions (understanding) of writing, and the way you practiced writing in English. In addition, the interview will focus on the approaches and strategies that you employ in the processes of writing. The data will be used for research purpose, so please give genuine responses that reflect your feelings, beliefs and practices of writing.

Are you willing to participate? Yes or No

Have a look at the list of the questions before we begin the interview session.

1. How do you write paragraphs or essays in English?
2. What do you feel whenever a writing assignment is given?"
3. "Could you explain in detail the major steps that you follow to produce a paragraph or essay in English?
4. "Could you explain your major concerns while writing paragraphs or essays?"
5. How do you evaluate yourself as a writer?
6. Whenever we get involved in doing writing assignments , we do have a motive behind. How do you explain your major motive to complete a writing assignment?
7. What do you expect of completing a writing assignment?
8. How do you write? Do you change what and how you write in the process? Does your thinking change while writing?

9. Have you ever thought of the quality of your writing? What are your major strategies that help you keep the quality of your composition/writing.
10. Could you explain writing strategies or approaches that help you meet the objective of writing the essay or the paragraph?
11. How do you evaluate your writing skills? Or your capability to write effective essays, papers or other types of academic writings?
12. Could you explain major characteristics of your writings?

## APPENDIX 13

### Post intervention Interview Questions (for Students in EG)

Venue: \_\_\_\_\_ Date : \_\_\_\_\_

Age : \_\_\_\_\_ Gender: \_\_\_\_\_

Dear learner, this interview is planned to collect data about your conceptions (understanding) of revision writing , and the way you practiced academic writing. In addition the interview will focus on your attitudes or feelings towards improving the quality of your essay or paragraph through revision writing. The data will be used for research purpose, so please give genuine responses that reflect your feelings, beliefs and practices of revision.

Have a look at the list of the questions before we begin the interview session.

1. How do you evaluate the effects of portfolio assessment on your English writing skills?
2. What were the major limitations or problems that you encountered when portfolio assessment is implemented to assess writing performance?
3. Would you like to recommend portfolio assessment to be employed in other courses that require writing?
4. Could you tell me the way you usually write in English?
5. What type of writing tasks do you prefer? Why?
6. How do you write? Do you change what and how you write? Does your thinking change while writing?
7. Could you explain your major concerns when writing essays?
8. How do you evaluate your writing skills? Or your capability to write effective essays, papers or other types of academic writings?
9. Could you explain major characteristics of your writings?
10. Could you explain the writing processes and the what and how of your writing?

Some of the questions have been adapted from Karabinar (2014)

## APPENDIX 14

### Teachers' Interview Guidelines

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Languages and Literature

Interview guidelines (for EFL teachers)

Venue: \_\_\_\_\_ Age : \_\_\_\_\_

Gender: \_\_\_\_\_ Date : \_\_\_\_\_

Teaching experience \_\_\_\_\_

Dear teacher, this interview is planned to collect data about EFL teachers' conceptions or beliefs about writing skills and the teaching of writing in English. In addition, the interview will focus on the way teachers practice writing instruction, the approaches and strategies that teachers employ to teach and assess students' writing skills. The collected data will be used for research purpose, so give genuine responses that reflect your feelings, beliefs and practices of writing.

Before we embark on the interview, could you give me your consent for voluntary participation?

1. Have you ever taught writing skills for non English majoring students?
2. How do you rate the writing skills of first year students that you have taught recently?
3. How do you teach writing skills?
4. What is writing and how can we develop our writing skills?
5. What should we do to be effective writers?
6. What do you plan and implement in your class to develop students' writing skills?
7. How do you judge the role of revision for effective writing?
8. How do you evaluate your students' capability to elaborate ideas?
9. How do you accommodate revision in your writing lesson?
10. What are the major concerns of your' students revision acts?
11. How do you assess your students' writing performance?

12. Have you ever used assessment for the purpose of identifying students' challenges and problems? In what way you have used?
13. Have you ever used alternative assessment schemes such as portfolio assessment, oral conference, self assessment, peer assessment etc in writing sessions?

**APPENDIX 15**

**ESL Composition Profile of Jacobs (1981)**

<b>ESL Composition Profile</b>					
	<b>Student</b>		<b>Date</b>	<b>Topic</b>	
<b>Content</b>	<b>Score</b>	<b>Level</b>	<b>Criteria</b>	<b>Comments</b>	
			<b>30-27</b> <b>26-22</b> <b>21-17</b> <b>16-13</b>	<b>Excellent to very good:</b> knowledgeable, substantive, thorough development of thesis, relevant to assigned topic <b>Good to Average:</b> Some knowledge of Subject, adequate range, limited development of thesis, mostly relevant to topic , but lacks detail <b>Fair to Poor:</b> limited knowledge of subject, little substance, inadequate development of topic <b>Very Poor:</b> does not show knowledge of subject, non-substantive , not pertinent, OR not enough to evaluate	
<b>Organization</b>		<b>20-18</b> <b>17-14</b> <b>13-10</b> <b>9-7</b>	<b>Excellent to Very good:</b> fluent expression, ideas clearly stated / supported, succinct, well-organized, logical sequencing, cohesive <b>Good to Average :</b> somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing <b>Fair to Poor:</b> non-fluent, ideas confused or disconnected, lacks logical sequencing and development <b>Very Poor :</b> does not communicate, no organization, OR not enough to evaluate		
	<b>Vocabulary</b>		<b>20-18</b> <b>17-14</b> <b>13-10</b> <b>9-7</b>	<b>Excellent to Very good :</b> sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register <b>Good to Average :</b> adequate range, occasional errors of word/idiom form, choice usage, but meaning not obscured <b>Fair to Poor:</b> limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured <b>Very Poor:</b> essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate	

<b>Language Use</b>		<b>25-22</b>	<b>Excellent to Very Good:</b> effective complex construction, few errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions	
		<b>21-18</b>	<b>Good to Average:</b> effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions, but meaning seldom obscured	
		<b>17-11</b>	<b>Fair to poor:</b> major problems in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order/ functions, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured	
		<b>10-5</b>	<b>Very Poor:</b> virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate	
<b>Mechanics</b>		<b>5</b>	<b>Excellent to Very good:</b> demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing	
		<b>4</b>	<b>Good to Average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured	
		<b>3</b>	<b>Fair to Poor:</b> frequent errors of spelling , punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured	
		<b>2</b>	<b>Very Poor:</b> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, OR not enough to evaluate	
Total Score		Reader comments		

## APPENDIX 16

### Peer and Self-assessment Sheet to Summary Writing

No	Assessment rubrics	Check by using tick mark ✓
1	Does the summary incorporate important themes?	
2	Is the summary shorter?	
3	Does the summary focus on important points?	
4	Do all the sentences communicate complete message?	
5	Does the writer use his own sentences? ( Is the summary free from direct copying from the original text or passage?)	
6	Does the writer use appropriate transition markers or cohesive devices?	
7	Is there logical flow of ideas	
8	Does the writer use grammatically correct sentences?	
9	Is the writing free from spelling errors? ( consult dictionaries in case you are not sure of spellings)	
10	Capitalization of sentence beginnings; proper names , names of countries, cities, etc.	
11	Punctuation marks ( period (full stop ) at the end of every statement, comma between items in a list and comma to separate dependent and independent clauses ; semi colon between independent sentences, etc.	
12	Legibility of handwriting	

## APPENDIX 17

### Peer and Self-assessment sheets to Paragraph writing

	<b>Assessment rubrics</b>	<b>Check by using tick mark ✓</b>
1	Does the paragraph talk about <b>one important theme</b> ?	
2	Is the paragraph <b>easy to read and understand</b> ?	
3	Does the writer incorporate <b>relevant details</b> ?	
4	Is there <b>logical flow of ideas</b> or details?	
5	Does the writer use <b>appropriate transition markers</b> or cohesive devices? Such as in addition, therefore , but, however, similarly, on the contrary, etc	
6	Do all the sentences communicate <b>complete message</b> ?	
7	Does the writer use sentences with <b>varied length</b> ? ( Is the writing free from monotonous approach such as <b>choppy</b> or short sentences and <b>too long</b> or marathon sentences? )	
8	Is the paragraph <b>well developed (complete)</b> ?	
9	Does the writer use appropriate techniques that make the paragraph <b>complete</b> ?	
10	Are sentences free from <b>grammatical errors</b> ? Subject verb agreement, parallel tense , appropriate verb forms both in passive and active voice forms ,	
11	Does the writing invite readers?	
12	Is the writing free from <b>spelling errors</b> ? ( consult dictionaries in case you are not sure of spellings)	
13	Does the writer use <b>capitalization</b> in appropriate places? (Such as sentence beginnings; proper names , names of countries, cities, etc)	
14	<b>Punctuation marks</b> ( period (full stop ) at the end of every statement, comma between items in a list and comma to separate dependent and independent clauses ; semi colon between independent sentences, etc.	
15	Legibility of handwriting	

## APPENDIX 18

### Peer- and Self-assessment Sheets to Essay Writing

	Assessment rubrics	Check by using tick mark ✓
1	Does the essay talk about <b>one important thesis</b> ?	
2	Does the writer produce interesting <b>introductory paragraph</b> ?	
3	Do all the paragraphs have connection with the <b>thesis statement</b> ?	
4	Is the essay <b>easy to read and understand</b> ?	
5	Does the writer incorporate <b>relevant details in the paragraphs of the essay</b> ?	
6	Is there <b>logical flow of ideas</b> between and among paragraphs of the essay?	
7	Does the writer use <b>appropriate transition markers</b> or cohesive devices between sentences in a paragraph?	
8	Do all the sentences communicate <b>complete message</b> ?	
9	Does the writer use sentences with <b>varied length</b> ? ( Is the writing free from monotonous approach such as <b>choppy</b> or short sentences and <b>too long</b> or marathon sentences? )	
10	Are the paragraphs of the essay <b>well developed ( complete )</b> ?	
11	Does the essay have an <b>effective conclusion</b> ?	
12	Does the writer use appropriate techniques that make the paragraphs <b>complete</b> ?	
13	Are sentences free from <b>grammatical errors</b> ? Subject verb agreement, parallel tense , appropriate verb forms both in passive and active voice forms ,	
14	Is the writing free from <b>spelling errors</b> ? ( consult dictionaries in case you are not sure of spellings)	
15	Does the writer use <b>capitalization</b> in appropriate places? (Such as sentence beginnings; proper names , names of countries, cities, etc)	
16	<b>Punctuation marks</b> ( period (full stop ) at the end of every statement, comma between items in a list and comma to separate dependent and independent clauses ; semi colon between independent sentences, etc.	
17	Legibility of hand writing	

Adapted from: Schaffrath and Sternberg, (1982, 621-623)

**APPENDIX 19**

**A Pre intervention writing performance Results (CG) Pilot-Study**

	content			organization			Vocabulary			Language Use			Mechanics			Total score		
	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Aver	R1	R2	Ave.
E01	15	14	14.5	9	11	10	9	12	10.5	10	12	11	2	2	2	45	51	48
E02	17	14	15.5	10	13	11.5	11	13	12	10	10	10	2	3	2.5	50	53	51.5
E03	21	18	19.5	16	13	14.5	13	13	13	17	12	14.5	2	3	2.5	69	59	64
E04	13	13	13	8	11	9.5	8	12	10	10	11	10.5	2	2	2	41	49	45
E05	16	19	17.5	14	14	14	14	12	13	18	13	15.5	3	3	3	65	61	63
E06	17	17	17	12	13	12.5	12	12	12	16	16	16	2	3	2.5	59	61	60
E07	22	23	22.5	16	16	16	14	13	13.5	16	17	16.5	3	4	3.5	71	73	72
E08	18	14	16	13	12	12.5	13	15	14	16	16	16	3	2	2.5	63	59	61
E09	16	17	16.5	9	10	9.5	9	12	10.5	10	10	10	2	2	2	46	51	48.5
E10	16	18	17	10	12	11	11	13	12	13	14	13.5	2	3	2.5	52	60	56
E11	20	19	19.5	11	11	11	10	12	11	11	13	12	2	2	2	54	57	55.5
E12	13	13	13	10	12	11	10	12	11	12	9	10.5	2	2	2	47	48	47.5
E13	16	13	14.5	8	10	9	9	12	10.5	8	9	8.5	2	2	2	43	46	44.5
E14	14	13	13.5	10	9	9.5	10	13	11.5	9	7	8	2	2	2	45	44	44.5
E15	13	13	13	8	10	9	9	10	9.5	8	12	10	2	2	2	40	47	43.5
E16	19	18	18.5	14	16	15	12	13	12.5	13	15	14	3	2	2.5	61	64	62.5
E17	13	13	13	8	10	9	8	10	9	6	10	8	2	2	2	37	45	41
E18	16	14	15	9	10	9.5	9	12	10.5	10	10	10	2	2	2	46	48	47
E19	18	16	17	17	11	14	15	12	13.5	17	15	16	3	3	3	70	57	63.5
E20	17	17	17	10	11	10.5	11	10	10.5	11	12	11.5	3	3	3	52	53	52.5
E21	16	14	15	11	10	10.5	10	11	10.5	10	10	10	2	3	2.5	49	48	48.5
E22	17	14	15.5	10	12	11	11	11	11	11	10	10.5	2	2	2	51	49	50
E23	13	15	14	10	11	10.5	9	11	10	8	10	9	2	2	2	42	49	45.5
E24	13	13	13	7	9	8	7	10	8.5	5	5	5	2	2	2	34	39	36.5
E25	17	14	15.5	10	10	10	9	9	9	11	10	10.5	2	2	2	49	45	47
E26	22	20	21	14	13	13.5	14	12	13	17	18	17.5	3	3	3	70	66	68
E27	13	15	14	10	10	10	10	12	11	11	10	10.5	2	2	2	46	49	47.5
E28	14	15	14.5	10	13	11.5	10	12	11	9	13	11	2	2	2	45	55	50
E29	22	14	18	14	13	13.5	10	12	11	11	13	12	3	3	3	60	55	57.5
E30	16	20	18	11	13	12	12	13	12.5	14	17	15.5	3	2	2.5	56	65	60.5

**APPENDIX 20**

**Pre intervention writing performance Results (EG) (Pilot- Study**

	content			organization			Vocabulary			Language Use			Mechanics			Total score		
	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.
F01	16	17	16.5	8	10	9	12	10	11	10	11	10.5	2	3	2.5	48	51	49.5
F02	22	20	21	15	13	14	14	12	13	11	11	11	4	3	3.5	66	59	62.5
F03	17	16	16.5	9	10	9.5	10	11	10.5	10	8	9	2	2	2	48	47	47.5
F04	17	14	15.5	12	13	12.5	12	12	12	12	12	12	4	3	3.5	57	54	55.5
F05	23	20	21.5	15	16	15.5	13	13	13	18	16	17	3	3	3	72	68	70
F06	22	17	19.5	12	13	12.5	9	13	11	17	16	16.5	3	3	3	63	62	62.5
F07	17	17	17	13	14	13.5	10	12	11	11	11	11	2	2	2	53	56	54.5
F08	20	14	17	15	14	14.5	9	13	11	18	12	15	3	3	3	65	56	60.5
F09	16	16	16	9	13	11	13	9	11	10	12	11	2	2	2	50	52	51
F10	22	19	20.5	14	13	13.5	14	11	12.5	18	16	17	4	3	3.5	72	62	67
F11	22	22	22	14	14	14	14	13	13.5	12	18	15	3	4	3.5	65	71	68
F12	14	15	14.5	9	9	9	9	11	10	10	10	10	2	2	2	44	47	45.5
F13	14	14	14	10	11	10.5	12	10	11	11	10	10.5	2	2	2	49	47	48
F14	26	22	24	17	15	16	14	13	13.5	18	14	16	3	3	3	78	67	72.5
F15	13	17	15	8	10	9	8	9	8.5	11	10	10.5	2	2	2	42	48	45
F16	16	14	15	13	12	12.5	12	11	11.5	16	12	14	2	3	2.5	59	52	55.5
F17	14	16	15	12	13	12.5	12	13	12.5	12	16	14	2	3	2.5	52	61	56.5
F18	14	15	14.5	8	9	8.5	7	8	7.5	10	16	13	2	3	2.5	41	51	46
F19	16	16	16	11	15	13	13	13	13	12	8	10	2	2	2	54	54	54
F20	16	16	16	8	14	11	12	12	12	11	11	11	2	2	2	49	55	52
F21	16	21	18.5	10	12	11	10	14	12	12	18	15	2	3	2.5	50	68	59
F22	22	14	18	14	11	12.5	10	10	10	11	9	10	3	2	2.5	60	46	53
F23	13	16	14.5	8	11	9.5	8	11	9.5	11	12	11.5	2	2	2	42	52	47
F24	13	13	13	7	8	7.5	7	7	7	6	6	6	2	2	2	35	36	35.5
F25	14	14	14	10	9	9.5	9	12	10.5	10	11	10.5	2	2	2	45	48	46.5
F26	17	17	17	12	10	11	10	11	10.5	10	10	10	2	2	2	51	50	50.5
F27	17	16	16.5	10	12	11	8	10	9	10	12	11	2	2	2	47	52	49.5
F28	13	13	13	10	10	10	10	8	9	8	6	7	2	2	2	43	39	41
F29	14	13	13.5	10	8	9	9	8	8.5	10	11	10.5	2	2	2	45	42	43.5
F30	13	15	14	9	13	11	10	13	11.5	8	13	10.5	2	2	2	42	56	49

**APPENDIX 21**  
**Post intervention Writing Performance Results (CG) Pilot – Study**

	content			organization			Vocabulary			Language Use			Mechanics			Total score		
	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Aver.
E01	17	15	16	8	9	8.5	9	9	9	11	8	9.5	2	2	2	47	43	45
E02	17	16	16.5	12	13	12.5	10	12	11	12	13	12.5	2	3	2.5	53	57	55
E03	17	15	16	11	13	12	10	13	11.5	12	13	12.5	3	3	3	53	57	55
E04	13	13	13	7	10	8.5	7	10	8.5	5	6	5.5	2	2	2	34	41	37.5
E05	17	18	17.5	13	14	13.5	12	13	12.5	16	15	15.5	3	3	3	61	63	62
E06	24	20	22	15	14	14.5	16	15	15.5	18	16	17	4	3	3.5	77	68	72.5
E07	24	22	23	18	17	17.5	15	17	16	22	20	21	4	4	4	83	80	81.5
E08	17	15	16	10	12	11	11	11	11	16	16	16	3	3	3	57	57	57
E09	13	16	14.5	10	11	10.5	9	13	11	7	9	8	2	3	2.5	41	52	46.5
E10	13	16	14.5	8	11	9.5	8	12	10	9	13	11	3	2	2.5	41	54	47.5
E11	17	16	16.5	10	10	10	10	12	11	11	12	11.5	2	2	2	50	52	51
E12	13	14	13.5	8	10	9	8	10	9	10	9	9.5	2	2	2	41	45	43
E13	16	14	15	9	10	9.5	8	8	8	9	9	9	2	2	2	44	43	43.5
E14	18	17	17.5	12	13	12.5	10	14	12	14	12	13	3	3	3	57	59	58
E15	19	18	18.5	13	12	12.5	12	13	12.5	16	16	16	3	3	3	63	62	62.5
E16	24	22	23	14	14	14	14	14	14	12	16	14	3	3	3	67	69	68
E17	17	18	17.5	13	12	12.5	13	13	13	12	12	12	3	2	2.5	58	57	57.5
E18	22	17	19.5	14	10	12	12	11	11.5	11	11	11	3	2	2.5	62	51	56.5
E19	22	21	21.5	14	13	13.5	15	13	14	11	12	11.5	4	3	3.5	66	62	64
E20	22	20	21	14	14	14	14	14	14	17	18	17.5	3	3	3	70	69	69.5
E21	13	13	13	9	11	10	7	9	8	6	5	5.5	3	2	2.5	38	40	39
E22	14	16	15	8	11	9.5	8	10	9	8	10	9	2	2	2	40	49	44.5
E23	16	17	16.5	9	10	9.5	8	11	9.5	11	10	10.5	3	2	2.5	47	50	48.5
E24	13	15	14	8	10	9	7	9	8	6	8	7	2	2	2	36	44	40
E25	17	14	15.5	10	11	10.5	10	12	11	11	13	12	3	2	2.5	51	52	51.5
E26	17	16	16.5	10	13	11.5	10	12	11	17	16	16.5	3	3	3	57	60	58.5
E27	14	15	14.5	12	13	12.5	10	13	11.5	12	14	13	3	3	3	51	58	54.5
E28	22	19	20.5	10	13	11.5	8	13	10.5	6	8	7	2	2	2	48	55	51.5
E29	17	16	16.5	10	11	10.5	9	12	10.5	8	12	10	2	2	2	46	53	49.5
E30	13	16	14.5	10	13	11.5	9	11	10	17	15	16	3	2	2.5	52	57	54.5

**APPENDIX 22**

**Post -intervention Writing Performance Results (EG) Pilot- Study**

	Content			Lexicon			Vocabulary			Page Use			Mechanics			Total score		
	R1	R2	Ave.	R1	R2	Aver.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.
F01	17	18	17.5	14	12	13	16	13	14.5	13	13	13	3	3	3	63	59	61
F02	18	20	19	14	15	14.5	14	17	15.5	17	18	17.5	3	4	3.5	66	74	70
F03	18	17	17.5	11	13	12	12	14	13	11	13	12	3	3	3	55	60	57.5
F04	16	18	17	13	14	13.5	13	15	14	17	17	17	4	3	3.5	63	67	65
F05	26	23	24.5	15	17	16	17	17	17	20	19	19.5	3	3	3	81	79	80
F06	21	19	20	14	12	13	17	13	15	16	15	15.5	3	4	3.5	71	63	67
F07	18	16	17	14	12	13	14	17	15.5	17	18	17.5	2	3	2.5	65	66	65.5
F08	17	19	18	13	17	15	13	17	15	14	16	15	2	3	2.5	59	72	65.5
F09	18	21	19.5	15	14	14.5	14	14	14	10	18	14	2	3	2.5	59	70	64.5
F10	19	17	18	13	13	13	13	14	13.5	17	12	14.5	3	2	2.5	65	58	61.5
F11	22	21	21.5	16	19	17.5	17	17	17	19	21	20	3	4	3.5	77	82	79.5
F12	29	17	23	16	14	15	15	13	14	18	17	17.5	2	3	2.5	80	64	72
F13	17	19	18	12	12	12	12	10	11	10	11	10.5	2	2	2	53	54	53.5
F14	21	23	22	18	17	17.5	17	18	17.5	22	20	21	4	4	4	82	82	82
F15	22	21	21.5	17	15	16	16	17	16.5	18	17	17.5	3	3	3	76	73	74.5
F16	19	17	18	13	17	15	16	17	16.5	18	17	17.5	3	2	2.5	69	70	69.5
F17	21	21	21	16	16	16	17	14	15.5	17	16	16.5	3	3	3	74	70	72
F18	24	25	24.5	18	17	17.5	17	17	17	21	19	20	4	4	4	84	82	83
F19	18	20	19	10	12	11	10	13	11.5	11	11	11	2	3	2.5	51	59	55
F20	21	16	18.5	13	12	12.5	13	10	11.5	17	13	15	2	2	2	66	53	59.5
F21	20	22	21	16	13	14.5	17	17	17	16	18	17	3	3	3	72	73	72.5
F22	21	21	21	11	12	11.5	12	14	13	17	13	15	2	3	2.5	63	63	63
F23	21	19	20	13	13	13	13	13	13	13	13	13	2	3	2.5	62	61	61.5
F24	21	20	20.5	13	11	12	14	15	14.5	18	12	15	3	3	3	69	61	65
F25	22	23	22.5	17	17	17	17	17	17	15	12	13.5	3	4	3.5	74	73	73.5
F26	17	21	19	12	13	12.5	13	13	13	18	17	17.5	3	3	3	63	67	65
F27	22	24	23	17	17	17	18	17	17.5	19	21	20	4	3	3.5	80	82	81
F28	22	21	21.5	12	10	11	10	10	10	12	12	12	3	2	2.5	59	55	57
F29	24	23	23.5	18	16	17	17	17	17	18	17	17.5	3	4	3.5	80	77	78.5
F30	17	18	17.5	13	13	13	12	13	12.5	15	15	15	2	2	2	59	61	60

## APPENDIX 23

### Pre -intervention Writing Performance Results (CG) Main- Study

	content			organization			Vocabulary			Language Use			Mechanics			Total score		
	R1	R2	Ave.	R1	R2	Aver.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.
C01	15	16	15.5	10	10	10	10	9	9.5	8	11	9.5	2	2	2	45	48	46.5
C02	17	20	18.5	18	14	16	13	14	13.5	14	18	16	2	3	2.5	64	69	66.5
C03	14	18	16	11	14	12.5	10	14	12	11	13	12	2	3	2.5	48	62	55
C04	21	21	21	14	14	14	14	13	13.5	10	12	11	3	3	3	62	63	62.5
C05	16	17	16.5	9	13	11	9	11	10	10	12	11	2	2	2	46	55	50.5
C06	16	17	16.5	9	7	8	10	7	8.5	11	8	9.5	2	2	2	48	41	44.5
C07	16	17	16.5	11	13	12	11	9	10	10	9	9.5	2	2	2	50	50	50
C08	14	14	14	9	11	10	10	12	11	10	12	11	2	2	2	45	51	48
C09	17	17	17	11	14	12.5	11	14	12.5	10	12	11	2	3	2.5	51	60	55.5
C10	14	13	13.5	9	7	8	9	7	8	10	6	8	2	2	2	44	35	39.5
C11	16	14	15	9	9	9	9	9	9	10	10	10	2	2	2	46	44	45
C12	13	16	14.5	9	9	9	9	10	9.5	9	12	10.5	2	2	2	42	49	45.5
C13	17	17	17	15	11	13	11	13	12	12	16	14	2	3	2.5	57	60	58.5
C14	18	20	19	13	14	13.5	11	13	12	12	15	13.5	2	3	2.5	56	65	60.5
C15	13	13	13	8	8	8	8	9	8.5	6	9	7.5	2	2	2	37	41	39
C16	13	13	13	7	7	7	7	7	7	5	5	5	2	2	2	34	34	34
C17	16	17	16.5	11	13	12	10	12	11	10	12	11	2	2	2	49	56	52.5
C18	14	16	15	10	10	10	9	11	10	10	11	10.5	2	3	2.5	45	51	48
C19	13	13	13	7	7	7	7	7	7	5	6	5.5	2	2	2	34	35	34.5
C20	21	16	18.5	9	9	9	14	10	12	12	11	11.5	2	2	2	58	48	53
C21	15	16	15.5	10	10	10	11	11	11	10	14	12	2	3	2.5	48	54	51
C22	17	21	19	13	14	13.5	13	13	13	17	18	17.5	2	2	2	62	68	65
C23	19	18	18.5	11	12	11.5	13	12	12.5	16	11	13.5	2	2	2	61	55	58
C24	14	16	15	9	9	9	9	10	9.5	10	13	11.5	2	2	2	44	50	47
C25	13	13	13	8	7	7.5	8	7	7.5	5	5	5	2	2	2	36	34	35
C26	16	17	16.5	8	10	9	10	11	10.5	11	10	10.5	2	2	2	47	50	48.5
C27	14	16	15	8	8	8	9	9	9	10	8	9	2	2	2	43	43	43
C28	19	15	17	12	10	11	13	10	11.5	10	11	10.5	3	2	2.5	57	48	52.5
C29	14	14	14	9	12	10.5	9	12	10.5	12	14	13	2	2	2	46	54	50
C30	14	14	14	11	12	11.5	10	10	10	9	11	10	2	2	2	46	49	47.5

**APPENDIX 24**

**Pre -intervention Writing Performance Results (EG) Main- Study**

	content			organization			Vocabulary			Language Use			Mechanics			Total score		
	R1	R2	Ave.	R1	R2	Aver.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.
E01	14	14	14	9	12	10.5	7	11	9	8	11	9.5	2	2	2	40	50	45
E02	13	16	14.5	7	8	7.5	7	11	9	6	6	6	2	2	2	35	43	39
E03	16	14	15	13	9	11	14	9	11.5	11	8	9.5	2	2	2	56	42	49
E04	13	13	13	7	7	7	7	7	7	5	5	5	2	2	2	34	34	34
E05	16	16	16	9	7	8	9	7	8	8	7	7.5	2	2	2	44	39	41.5
E06	17	17	17	9	11	10	11	11	11	12	10	11	2	2	2	51	51	51
E07	17	21	19	10	14	12	10	14	12	9	7	8	2	3	2.5	48	59	53.5
E08	14	14	14	9	10	9.5	8	11	9.5	7	10	8.5	2	2	2	40	47	43.5
E09	17	17	17	10	11	10.5	13	11	12	11	10	10.5	2	2	2	53	51	52
E10	17	14	15.5	8	12	10	11	11	11	10	11	10.5	2	2	2	48	50	49
E11	16	17	16.5	13	12	12.5	10	13	11.5	10	11	10.5	2	2	2	51	55	53
E12	19	21	20	14	14	14	14	14	14	11	18	14.5	3	3	3	61	70	65.5
E13	13	16	14.5	7	10	8.5	8	11	9.5	6	10	8	2	2	2	36	49	42.5
E14	21	21	21	15	13	14	13	13	13	18	18	18	3	3	3	70	68	69
E15	14	14	14	13	11	12	9	13	11	10	18	14	2	3	2.5	48	59	53.5
E16	21	22	21.5	15	14	14.5	14	14	14	17	19	18	3	3	3	70	72	71
E17	13	13	13	9	9	9	10	9	9.5	10	10	10	2	2	2	44	43	43.5
E18	17	15	16	11	9	10	12	9	10.5	11	9	10	2	2	2	53	44	48.5
E19	14	15	14.5	11	11	11	8	14	11	9	14	11.5	3	3	3	45	57	51
E20	13	11	12	7	8	7.5	7	8	7.5	6	6	6	2	2	2	35	35	35
E21	13	13	13	7	8	7.5	7	9	8	5	9	7	2	2	2	34	41	37.5
E22	17	16	16.5	13	11	12	12	10	11	11	13	12	2	2	2	55	52	53.5
E23	14	13	13.5	13	12	12.5	13	11	12	15	10	12.5	2	2	2	57	48	52.5
E24	17	18	17.5	13	12	12.5	10	11	10.5	11	10	10.5	2	2	2	53	53	53
E25	17	19	18	11	14	12.5	11	13	12	9	13	11	2	2	2	50	61	55.5
E26	13	13	13	7	7	7	7	7	7	5	5	5	2	2	2	34	34	34
E27	13	19	16	9	11	10	9	10	9.5	7	11	9	2	3	2.5	40	54	47
E28	13	13	13	7	7	7	7	7	7	5	5	5	2	2	2	34	34	34
E29	15	18	16.5	8	13	10.5	8	13	10.5	8	12	10	2	2	2	41	58	49.5
E30	13	13	13	7	7	7	7	7	7	5	9	7	2	2	2	34	38	36

**APPENDIX 25**  
**post -intervention Writing Performance Results (CG) Main- Study**

	content			organization			Vocabulary			Language Use			Mechanics			Total score		
	R1	R2	Ave.	R1	R2	Aver.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.
C01	20	16	18	10	8	9	12	9	10.5	10	8	9	2	2	2	54	43	48.5
C02	18	16	17	14	11	12.5	11	12	11.5	13	11	12	4	3	3.5	60	53	56.5
C03	14	13	13.5	10	11	10.5	9	9	9	10	9	9.5	2	2	2	45	44	44.5
C04	21	16	18.5	14	11	12.5	13	10	11.5	16	10	13	3	3	3	67	50	58.5
C05	18	16	17	9	9	9	10	9	9.5	11	10	10.5	2	2	2	50	46	48
C06	14	13	13.5	7	8	7.5	12	8	10	7	9	8	2	2	2	42	40	41
C07	14	13	13.5	9	7	8	11	9	10	12	8	10	3	3	3	49	40	44.5
C08	20	16	18	10	11	10.5	14	9	11.5	15	8	11.5	3	3	3	62	47	54.5
C09	17	16	16.5	11	9	10	10	10	10	9	9	9	2	3	2.5	49	47	48
C10	18	16	17	13	9	11	13	9	11	11	8	9.5	2	3	2.5	57	45	51
C11	16	14	15	8	9	8.5	8	8	8	10	7	8.5	2	2	2	44	40	42
C12	13	14	13.5	7	10	8.5	7	8	7.5	8	8	8	2	3	2.5	37	43	40
C13	22	19	20.5	14	12	13	16	10	13	17	12	14.5	3	3	3	72	56	64
C14	22	22	22	18	15	16.5	17	16	16.5	18	14	16	4	5	4.5	79	72	75.5
C15	14	16	15	9	9	9	10	8	9	10	8	9	2	3	2.5	45	44	44.5
C16	13	14	13.5	7	11	9	7	9	8	8	9	8.5	2	2	2	37	45	41
C17	18	17	17.5	10	10	10	9	11	10	9	8	8.5	3	4	3.5	49	50	49.5
C18	17	18	17.5	10	11	10.5	9	8	8.5	17	13	15	3	4	3.5	56	54	55
C19	18	19	18.5	12	10	11	13	11	12	15	12	13.5	2	2	2	60	54	57
C20	20	18	19	16	13	14.5	16	13	14.5	13	17	15	2	2	2	67	63	65
C21	17	16	16.5	12	10	11	12	10	11	12	12	12	2	2	2	55	50	52.5
C22	19	18	18.5	14	12	13	16	14	15	18	17	17.5	3	3	3	70	64	67
C23	17	22	19.5	13	15	14	13	14	13.5	18	17	17.5	2	2	2	63	70	66.5
C24	18	21	19.5	8	13	10.5	9	11	10	10	11	10.5	2	2	2	47	58	52.5
C25	13	15	14	9	9	9	12	10	11	11	10	10.5	2	2	2	47	46	46.5
C26	18	20	19	13	10	11.5	10	13	11.5	14	12	13	3	3	3	58	58	58
C27	17	16	16.5	10	11	10.5	10	10	10	11	10	10.5	2	2	2	50	49	49.5
C28	17	19	18	16	15	15.5	14	13	13.5	18	10	14	3	3	3	68	60	64
C29	21	18	19.5	15	14	14.5	16	14	15	15	11	13	3	3	3	70	60	65
C30	17	17	17	13	14	13.5	13	13	13	11	12	11.5	2	3	2.5	56	59	57.5

**APPENDIX 26**  
**post -intervention writing performance Results (EG) Main – Study**

	content			organization			Vocabulary			Language Use			Mechanics			Total score		
	R1	R2	Ave.	R1	R2	Aver.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.	R1	R2	Ave.
E01	16	17	16.5	11	14	12.5	10	13	11.5	11	16	13.5	3	3	3	51	63	57
E02	18	16	17	12	10	11	11	14	12.5	11	10	10.5	2	3	2.5	54	53	53.5
E03	17	19	18	14	12	13	14	13	13.5	12	14	13	3	3	3	60	61	60.5
E04	17	16	16.5	9	9	9	11	10	10.5	11	9	10	2	2	2	50	46	48
E05	19	16	17.5	14	9	11.5	14	11	12.5	8	10	9	2	2	2	57	48	52.5
E06	23	22	22.5	15	14	14.5	14	12	13	15	16	15.5	3	4	3.5	70	68	69
E07	22	22	22	14	17	15.5	17	16	16.5	12	13	12.5	4	4	4	69	72	70.5
E08	17	21	19	14	14	14	10	13	11.5	12	17	14.5	3	3	3	56	68	62
E09	23	20	21.5	18	14	16	14	14	14	14	18	16	4	4	4	73	70	71.5
E10	19	21	20	14	17	15.5	15	17	16	13	21	17	3	4	3.5	64	80	72
E11	18	19	18.5	17	15	16	14	14	14	12	18	15	4	4	4	65	70	67.5
E12	23	25	24	16	18	17	17	19	18	18	18	18	4	4	4	78	84	81
E13	18	19	18.5	15	13	14	12	11	11.5	16	17	16.5	3	3	3	64	63	63.5
E14	26	24	25	18	18	18	17	19	18	18	18	18	4	5	4.5	83	84	83.5
E15	21	18	19.5	17	17	17	14	18	16	17	17	17	4	3	3.5	73	73	73
E16	18	20	19	17	18	17.5	17	16	16.5	17	16	16.5	4	3	3.5	73	73	73
E17	17	15	16	13	14	13.5	11	17	14	12	13	12.5	3	2	2.5	56	61	58.5
E18	13	21	17	7	14	10.5	7	10	8.5	6	10	8	2	3	2.5	35	58	46.5
E19	18	15	16.5	13	11	12	11	10	10.5	12	9	10.5	2	3	2.5	56	48	52
E20	17	18	17.5	14	11	12.5	14	12	13	13	11	12	3	2	2.5	61	54	57.5
E21	21	19	20	13	8	10.5	13	9	11	8	11	9.5	3	2	2.5	58	49	53.5
E22	16	18	17	13	11	12	13	11	12	12	10	11	2	2	2	56	52	54
E23	14	17	15.5	12	11	11.5	13	12	12.5	11	12	11.5	2	2	2	52	54	53
E24	20	21	20.5	14	15	14.5	11	14	12.5	12	17	14.5	3	4	3.5	60	71	65.5
E25	20	23	21.5	10	17	13.5	10	15	12.5	10	16	13	4	3	3.5	54	74	64
E26	16	14	15	14	9	11.5	14	9	11.5	17	10	13.5	2	2	2	63	44	53.5
E27	22	19	20.5	13	14	13.5	14	14	14	17	14	15.5	3	2	2.5	69	63	66
E28	13	13	13	7	7	7	7	7	7	5	12	8.5	2	2	2	34	41	37.5
E29	22	18	20	17	11	14	14	12	13	15	12	13.5	3	2	2.5	71	55	63
E30	22	14	18	14	10	12	14	11	12.5	18	16	17	4	2	3	72	53	62.5

## APPENDIX 27

### Excerpts from Teachers' Interviews

#### Teacher 5

Researcher: Could you tell me your understanding of writing? What is writing as far as your understanding is concerned.

Teacher: Thank you much a good question, as far as my knowledge is concerned writing is one of the four most important language skills that students are supposed to...I mean in the teaching learning I mean context, that an individual should express his feelings ideas through pens and papers. So writing is both a mental and physical activity. So, at larger level we expect students to express their ideas meaning composing beginning from constructing sentences to the extended essay level. So as far as my knowledge is concerned , writing is a skill in which students are experiencing I mean students are expressing their feelings, views, ideas on a certain given topic on a piece of paper.

Researcher: Ok. so, could you tell me the way you usually manage writing or teaching writing in the classroom setting the steps , the process or the way you treat teaching writing in the classroom

Teacher: as a teacher, I have employed different methods and strategies in teaching writing skills. Firstly, I taught writing independently in the course sophomore English and Basic Writing skills previously, and now writing is also given integrated with other language skills in the course Communicative English Language skills part one and two. When I teach the course Sophomore English or Basic Writing Skills I used mainly the guideline or the course outline based on that you know I first gave input I mean some concept notes some concepts about the given topics there. For example, when I was teaching about sentence construction first I gave you know the different sentence structures that the students should master. Then I let students produce different kinds of sentences. So as a teacher I feel that students should focus on the process and finally I focus on their product. But while I was teaching what I was focusing was the process that the students were experiencing, and finally I marked their writing work. So I use different strategies. As I told you, when I was teaching the course writing skills, but..

#### Teacher 7

R: dear teacher well come to this interview session .....The interview focuses on the way teachers practice writing skills in the classroom. The way you understand writing skills is the focus of my study. The data will be used only for a research purpose.I do expect that you are volunteer to give me or to share your experiences of teaching writing skills. Before that could

you tell me , do not mention your name, your teaching experience how long you have been teaching English.

T7: about 15 years or so ..that is it so as far as writing is concerned I understand that writing is a skill which means as a skill it should be put into action, practice so more practice is necessary. Normally ,I believe it should give my students more practice in writing .Actually I tried to integrate other skills along with the writing skill. Sometimes I bring a reading material and I ask students to read the material and then ask them to write their reaction based on the reading passage, and also I give them these writing processes. I give them assignments based on the writing procedures. I give them free-writing activities and also I give them guided writing assignments. And also I normally want them to put all the processes in to action, so they normally adapt these actions so that they can use in the future. They can write I mean come up with a good writing or written materials. So I give them normally the processes I focus on I focus on the processes and I ask them to practice those processes.

R: Could you give me a specific lesson as an example

T7: well, For example, I give them a topic and I wanted to brainstorm ideas and they learn brainstorming together with other people. Come up with the ideas they find it very difficult to for example express their ideas with words I encourage them to ask those words. I can help them generate those ideas. And then after that they need to draft their ideas, and practice editing those ideas. And this processes as far as I know .I understand these processes help them to think about their writing by the process it can be developed through process. You know they cannot be good writers unless they can practice these processes. Even good writers are expected to write their ideas rewrite their ideas edit their ideas. These processes to come up with a written material

R: what you want to teach and how usually

T7: I create the opportunities. I create them the opportunity I give them the opportunity to write I give them models; you see I provide them exercises to practice their writing materials. I also help them understand the tools they need like the grammar, vocabulary I sometimes teach them these things so that they can write a good English. So I normally give them the opportunity I give them assignments I provide them models , encourage them to write more practice more assignments because writing is like I said is a skill practiced by the individual by a student. I also show them models I mean my examples in the classroom.. so practice, practice ,practice

R: is it feasible to practice in the classroom session, or context

T7: No , if you have got a large class, you do not expect to see everyone to evaluate them as a group normally group assignments in the classroom just to follow these processes there is a limit of time. They come up with this written material. It does not matter whether it is good or bad. What they have to do is follow the procedures and see that writing it takes time.

R: so they usually work in a group

T7: they work in a group and then they will have individual assignments and they take individual assignments, but in the classroom they practice in group because this will help them, as I said brainstorm ideas, and I mean come up with different ideas. One individual may not think of other ideas may have limited idea a certain ideas when groups together. They can make different ideas.

R: How do you reconcile working in group, usually. And giving students equal opportunity do you have any other mechanism to bridge this gap

T7: Well , I can say if you ask a student to write something in the classroom usually they may be frustrated. Normally the individual assignment I give as homework. I know, all I want is the students to see that writing is a process it develops through practicing it develops through practicing those processes like I said developing ideas, and drafting, editing, and proof reading and finally the final work. This process if they have done in groups it will help them remember writing it takes time and it is a work that needs thinking. Normally thinking and taking time.so this group experience will help the individual when he goes to home and tries to write so they have done this in group and everybody has considered something writing needs time generating ideas and arranging those ideas into a draft and then editing and proofreading. So he takes the experience for the individual.

R: would you get it feasible to manage Have you got it feasible to manage

T7: Well, sometimes yes. I can say like I say if it is in group it is chaotic of course for the classroom, they have to understand that the task can be chaotic because the class talking to come up with ideas because they put it on paper. They have to talk speak aloud of course as long as they are engaged in the work I don't mind make noises. I try to tell them to minimize their noise in order to help other people concentrate. It has to be done that way and individually, you may give classroom assignment you have to take it home

R: would you tell me feasibility from the perspective giving them feedback making some sort of assessment. Would you tell me experiences about feedback assessment?

T7: assessment yes well you may not be able to give them the feedback on time because there are too many students you may find 40 students in one class so to give them feedback right away is not possible. You have to take the assignment home and recite , read and rewind the papers. Sometimes you may ignore some errors , focus on major errors but to comment on give each and every feedback correction of the paper is tiresome.

R: major assessment schemes or ways of helping students to learn writing skills

T7: in fact if I find some major errors like for example the use of a word to mean something else placing a wrong word in that context. If I find that I will give feedback to the whole class. I tell

them what kinds of words they should use in order to express their ideas. Exact words, they may not find exact words but closer words they can have knowledge of words by learning synonyms antonyms I provide them with different examples of a word that can be used in a certain context. Wrong words means a different things I explain those things also when there are grammatical errors that change the whole meaning of the text. Actually, teaching them grammar with its meaning. In fact when they want to say something they should use a certain kind of grammar in order to express their ideas. grammar areas especially these subject verb agreement, and also fragments when they use to express their ideas they may use fragments so these kinds of errors mechanical errors I would deal with these errors in general in the classroom .I see consistent and constant clues from the paper I deal with them in the classroom.so that everybody learned them those who knows it may not get that much helpful but those who do not know ...

R: How you observed immediately in the in the classroom?

T7: I take home and see common errors of all the students I will write comments on the paper the major error for a student. Sometimes even I use the right grammar and I write it. it should be done this way notice this one come to class and give the whole class feedback.I teach them specially constant errors I teach the whole class the mistakes. I pinpoint the mistakes I don't normally talk about who made the mistakes, but then normally I do this in the classroom to help the students learn what kind of errors lead to what kind of meaning problem and then

R: how students develop their writing skills

T7:yes normally students in order to develop their writing skills of course there should be interested in writing but in fact there should be interested in reading as well. Reading when they read they know how ideas are organized how good writers express their opinions using words so by looking at different models of writing looking at how good writers express their thoughts in writing they just try they get interested in writing good staff.so interest in reading, interest in writing and expressing your ideas first and knowing learning how to express those ideas how to put your ideas thoughts in words how to organize words and learning every day. Learning to practice expressing your thought in writing practicing day after day. In fact, this more practice learning how writers follow certain procedures processes to come up with their final ideas, but following those processes when you develop your ideas not getting frustrated you jets find it difficult to come up with your ideas. It should not be frustrated once you have decided what kind of topic you are interested in and you want to write about reading more on that topic will give you hints as far as ideas are concerned. What kinds of words are they going to use how to organize those words more reading getting input on the topic and then of course learning lots of words reading helps to learn words and how ideas are organized. With that you can once you get the input you need it would not be that much difficult to come up with the ideas for your writing. To practice reading a lot like I said ones the topic is fixed you have defined your topic reading on the topic and coming up with different ideas focusing on what areas of the topic you want to

write about limiting your topic practicing I mean all this things are very important that it what I said practice makes it perfect.

R: what are the challenges of teaching writing that you face while practicing teaching writing?

T7: ya there are challenges you may find students not interested in writing since they haven't got the experience of writing from the lower grades and lack of practice with that they get not interested in writing perhaps they want someone else to write their material so they don't want to write it. They think that writing is difficult so they use writing like their a second language or a foreign language English is they think that they cannot speak as well as writing the language very well.

R: What you want to focus on to teach writing effectively in the classroom by bridging the gaps

T: I understand your question like I said there may be a large number of students that comes a challenge so the students may not be involved in the activity some are involved others may not be involved. They simply sit and watch other people do the work. That would frustrate you because you want like I said each individual has to contribute something to the whole class. When you find some students not involved you ask them to involve themselves but you cannot force them. They would be swallowed in the group some friends are active. They did a work and others may not contribute right so that that may be a problem a challenge I find, and mostly some there are some active students who do their work and others so this will be compensated by giving individual assignments in the class as well as outside of the class. You cannot rely on the outside the class assignment because some other person may do their work and the student may bring something written by somebody else but in the classroom you watch them mostly you watch them you will see some of them giving an empty paper or a one sentence paper you see how bad their practices as far as your writing is concerned mostly since I mean students are not given opportunities to speak as well as to write and to read all this things by themselves from the lower grade in the upper grade when you ask them to come up with something they are not experienced before you may not find them very easy

R: thank you for your time

T: that is all right.

### **Teacher 9**

Dear teacher , this interview is planned to collect data about EFL teachers' Conceptions or beliefs about teaching writing .....I think you are volunteer

T9: I am much volunteer

R: Would you tell me a bit about your teaching experience do not mention your name simply teaching experience?

T9: ya...actually I have just been teaching writing skills the common course basic writing skills for several years as a common course for intermediate writing skill and advanced writing skill, just I have taught these courses just in the regular or in irregular like summer programs .I have taught them.

R: would you tell me your understanding of writing. What is writing as far as your understanding, as far as your reading, as far as your teaching experiences are concerned? How students develop writing skills?

T9: Actually at the very beginning when we say writing just it is one of the skills that we think is the most challenging in my personal experience even it is somehow it seems very challenging for teachers other than the learners I think. And just when we see just I teach my learners it is one way of communication I always tell them the advantages they will get from their best experience or development of being a best writer or a good writer. And it also needs frequent practice like it is a very challenging skill in order to acquaint or be acquainted with the rules and the styles , they have to read more and that what I would like to say here is as a strategy I mean they have to be a good reader to be a good writer because one of the strategy is just reading more because writing is or writer has different writers have their own styles and they took styles from their reading for that students should read more. That is called I think the imitation is one of the strategy of developing writing skill. This is how I believe to start learning writing for my learners.

R: simply just to give me an example a specific lesson , the development of your lesson in a specific classroom any type of writing lesson could you tell me the way it develops from the beginning to the end any example of your teaching in the classroom context

T: Ok for example let me tell you the very simple one sentence level because the course basic writing just begins from that stage that phase First, I explain what is sentence and what types of sentences are in terms of different criteria. And then once they learned the types which is the theoretical aspect I just let them write own sentences , own sentences and finally when I wonder around their desk to see what sentences do they construct just I might have seen for example I saw different problems on the sentences some of them including legibility and just immediately they finished I also let them share their writing to their peer who sit may be aside of them. And finally once they are just exchanged their work Just I try to collect some problems their friends identified or detect from the writing they were referred just I refute his sentences they can be four or five sentences for example structural classification just I let them to write the four different sentences and when they just share their work with their peer and I immediately ask those friends I mean the one who commented on just as what kind of sentence did your friend

write, and they tell me just he writes this one he writes this one .And I let them to write it on the board , I am simply telling you some three or may be four students I simply give us an example and finally I also expose those sentences to the class once they wrote it on the board and finally I receive comments what kinds of problems did you observe? Do you thing all these are correct ? I Finally I give them the corrected ones. This is how I give sentences and on those part you can find manyerrors they committed including punctuation, including what we call the mechanical aspect the spelling , capitalization let alone the common errors which we think are global. This is a little bit even in teaching paragraph many grammatical errors even you can find also shortage of vocabulary in writing for example when I give them just a title “write an effective paragraph on the following title “my life story” simply to let them write a narrative text and I just in that text the first problem I observed I mean my intention is just what kind of tense do they use and how they start the main idea yes how they start their writing to see their style. Therefore, here those who read the sample text they are what a little bit better than the rest but those who I think even majority of them do not know how to start that is the problem that I observed in both in the intermediate and what we call the basic writing

R: so what are the ways you usually assess them as you have already informed me I think would you find it feasible just to give them or to manage writing skills in the classroom to assist the students , to point out some of the problems you have seen in their writings . Would you find it feasible could you tell me about feasibility of lessons in the classroom context?

T: Actually when we see the feasibility sometimes it conflicts with the principle that you have in mind the one thing you may not assess all the students in class just as I told you I simply take some examples from a certain group I mean from a certain individual and I let them write on the board and I also get elicitation from the rest what kind of sentence to identify this type and what just kind of errors are there and also I mean I could get some reflection may be three or two in this process just I have nearly 90 percent or more still not assessed in the class because so far it is writing it needs individual assessment because writing is an individual performance. To assess individuals I could just say ...

R: What are the challenges; there are challenges to make your lesson feasible the way you think of based on the theoretical orientations in order to teach based on your theoretical orientations I think you have some sort of challenges would you tell me some of the common challenges you usually face

T: ya... actually when we see the class size particularly the common course related course in basic for example the class size is the very biggest challenge because even you can't address ten other than the 60 or 50 plus this is the very what we call I mean best hindrance that I was not able to assess all of my students at the end I became forced to give a group a group writing, group assignment in order to address at least other tasks to all in the class. That is one mechanism ,and most of the time I simply theoretize them that means at least to address the

concept what it means what does a certain content related to writing is. Still it is theoretical and another one also in addition to the class size for example when I came to the major area they are around 21 ,22 or less for example last year they were 10 before for intermediate they were 21 ,22 or less for this student it is manageable class . I was able to assess both their individual performance, but what was the problem is the first thing is I do not know whether interest or background related problem you find students who are not interested at all. They seem they want to be told not to practice. That is the problem and in this case it needs other motivational techniques that means as you are there to incentivize for those who are practicing well. That is another challenge. You may not always give incentive one mark or more .

R: Would you in other words there are some orientation as a teacher you have had you have had a sort of orientation to manage writing in your class and also there is also a challenge as you have mentioned there are challenges you are supposed to bridge would you tell me the way you usually reconcile.

T: you have a plan you have an objective you have our objectives in your mind. You are there to achieve those objectives. In order to achieve the objectives you have to have some techniques students are with different problems yes first just I simply theoretize and then I get in to the practice, and when you get in to the practice there challenges come there. yes, therefore here the first thing that I always use is first one is advising my learners. Advising my learners in a sense always tell them the importance of having good writing skill and when for example related to this just I let them just transfer a message to the class. I mean spoken this case you found what we call broken language there. Yes, and for that information, I also let them maintain their information with for example to use different meta-clues what we call meta linguistic clues so far it is spoken semiotic language they can add and immediately what they say their wrong expression I let them write it on the paper and they should give it to the friend. They should assume that they are not around there. The student does not understand what that concept is when just I let them to compare the written message and the word explain one; they found they explained the spoken one is clear because they added a certain semiotic kind of expression which is not written there which is not found in the written therefore what I recommend them is they should practice because once you write your writing work is there to communicate with the person with the reader and you are already the dead one. Therefore to be careful to address what you want to be addressed just you have to be correct. For this one they have to read just some sample texts sample text when I am not able to address even the whole I give them a reading text which is related to that one I distributed a reading text for example as I told you in order to just assess their writing performance on my life story the title my life story so far I didn't able to address or what we call give feedback to all just I distributed a sample text and they should practice their own based on that one .That is called imitation and imitation based on that and I hope they will improve this is how I sometimes manage . Regarding for example their background problem just I taught research and report writing for the same class and for major

area classes it is just right after advanced writing skills I. Therefore, I just let them develop a proposal, and their proposal nearly three or four students' proposal were somehow understood just I found them understandable the rest were not that much what we call readable less readable in this case so far it is a scientific work it needs scientific approach it is still writing when I just immediately ask for tutor for the contents and then I tried to give them according to their need that is the thing what we call one of the ways that I use to let them motivated. Therefore, you can't be a good researcher unless you have I mean the skill of the language yes the writing.

R: my last question may be most probably, how do you usually accommodate revision. I think in your teaching writing there is assessment, feedback and there is the issue of revision would you give them opportunity to revise in the class or could you tell me your experience in relation with revision writing in the class

T: Ya: Writing the course itself is coherently developed the contents are coherently developed from specific to general and the content itself urged to revise therefore when you get into a certain new content you are there to remind the students what they learned in the previous lesson .

R: Revision in a sense it means they have produced the first draft once they have produced the first draft I am talking about the process the process in which students are supposed to rework or rewrite their drafts actually would you tell me any experience of revision in your class

T: Ok regarding this one I think it is related with the approach the approach that I use in a class just once they developed what we call the work on a given title most of the time I use free writing strategy but for the revision sake, for the revision sake I just write them some questions on the board on the white board .

R: What type of questions?

T: just questions related with the leading questions to revise their work what they should revise including for example in the revision part they should see it, are all sentences complete for example completeness in a sense the word learnt in sentence level what is completeness what elements it should have yes are all sentences complete ? Do I use appropriate punctuation marks? Do I use cohesive devices which are appropriate Did I keep the coherence of the text such type of leading questions I always write them on the board why I write them there is one thing as I told you it is hard to address all students' work yes therefore you can just I simply give them the leading questions based on those they can communicate with their friends for example they can communicate with friends. They will get feedback based on them as a checklist therefore I think reconsider them as a checklist. Therefore, I simply consider them as a checklist.

R: therefore there is revision or in class revision is part of your experience.

T: yes this is part of my experience and another one another the technique I always ask them is there a match between what you write and what you are thinking because writing is somehow the representation of your thought it is the words that you already put on the paper are representing your thought your intention therefore what you intended before is there a match between what you intended and what you already wrote it on the paper. Therefore , they try to just , they read this one and when they get it in to pair they will also communicate with the pairs and just they will evaluate their intention whether they put it or not therefore that is what we call do they really transfer the correct message they want to be addressed or not this is one of the way that

R: in terms of ways, my last question actually, you have used different ways that help one another would you compare the role of the teacher and the role of the students which one is

T: in the revision part

R: yes on the revision part actually the role of the teacher or the role of the students which takes the lions share

T: In my personal experience actually as just when you see writing actually the four language skills as a whole for example if it is grammar you can tell them what to be said. And you can tell them whether what they say is wrong or not which is directly but in writing the main actor is the learner they are there to communicate and I am there what we call to lead how to write I may lead them the style I may tell them what to be included and I may evaluate whether what I want them to include there are there or not but for me just nearly 85% or more in writing the students' must take what we call the lions' share the lions' share should be taken by the learner. It is individual performance.

R: would you make this point clear would you tell me your personal beliefs how students best learn writing university students actually How students best learn the possible ways most of the time students learn Would you have your personal beliefs about the best way of teaching writing skills or the best way of assisting or helping students to develop their writing skills

T: ya as a strategy for example I would like my learners learn just writing on what we call make learning writing independent . The use of independent learning or self-regulated learning I mean. Just they would learn best when they have a plan they will learn best when they have a goal they will learn best when they have a strategy and when they are flexible on using those strategies for example the strategy will be just a kind of determination which is independent sometimes they will be flexible immediately to a kind of social by asking their friends for example by getting a positive help from their teacher and sometimes they will also learn when they monitor themselves their progress , they will learn best when they also evaluate their work and they will learn best when they are not told rather when they practice. This is what I like to just I like my learners.

R: could you try to accommodate this one in, this is my last question, have you tried to accommodate these beliefs in your context. Have you tried to synchronize, have you tried to ?

T: in my experience the very best year that I 'll not forget just I had got a chance to teach chemical Engineering when I was in Adigrat University. In that class they were 42 and just for your surprise nearly all students in the class just always brought what we call a kind of English grammar books or writers' choice which is a big book I found for ten or more students I was surprised because I did not get any student who are attending the course as a common course student learning the course I mean as a whole and they always bring what we call bring what we call a question they always come to from their reading and when I get in the classroom they always get me my permission to what we call answer them do them some exercises from their reading because they found them challenging and when there were also what we call a kind of learning modality network learning just 1 to 5 kind of modality and we the department also just what we call get them have the schedule and what we call basic writing was scheduled based on their schedule you found them there and they also urged the department to help them what we call to make one language avail there to help them what we call solve the task and just immediately when they took the final nearly all scored 48 even you found what we call error free texts for example essay writing there are some points to be included including the thesis under the thesis there are what we call controlling point that control the body the whole they are very much aware of those concepts and I found nearly all of their work error free and I was simply searching for an error but sometimes in some 20 or more students not able to detecting one error . that was one of my best experience in teaching common course, so you found students who also gone this way I mean but sometimes interest matters. Lately, for this two three years again even you found also students who have sometimes lack interest to write but I advise to accommodate this kind to incorporate or to let them incorporate such techniques..

R: thank you for your time.

### **Teacher 13**

This interview is planned to conduct a study on teachers' conceptions of writing EFL teachers' conceptions or understanding of writing. The data will be used only for research purpose, I do expect that you share me your experiences teaching writing experiences I think I do expect that you are volunteer to participate in this interview session.

T: thank you I am volunteer first of all

R: before we start could you tell me how long have you been teaching writing first of all I would like to express my deepest gratitude to attend and to interview me. This is ...he has been serving more than ten years in teaching and learning process in different educational institutions like

high school , teacher education , vocational education , colleges and plus higher institutions and universities. So as far as I am concerned I can contribute something for you .

R: my first question is what is writing ?as far as your understanding is concerned what is writing on the basis of your teaching experiences Would you try just to define writing ?

T: you now I think from my own experience let us start from the definitions of writing. Writing is a product skill it needs practice a serious practice a serious engagement in your daily life like what we call your routine life for instance when you live in this world you have to calculate something you know for instance in order to allocate budget in order to expend something like that writing needs daily activity you have to write a paragraph a sentence every day. If you come in such a ways it is possible improve the writing skills but when you see the actual or the real event what is happening now in not just doing in such a way. for instance most teachers do not expose themselves in such experiences they do not write daily only they come to do or they come to school they come to class by only reading the course the content, and I think the definition is different scholars define the term writing ....

R: my focus here is what seems your understanding. As far as my understanding is concerned , writing is defined as ..

T: Writing is a product skill that needs a serious practice this is a simple definition of writing.

R: go on please

T: plus when in my own experience always before I teach writing I attempt to read materials and before I attempt to write a certain paragraph or sentence and afterwards just I face with my students , and I will show you each and every step to students the first thing as I just now taught the first thing is I must inform for my students how to learn writing that is after I know something about how teach writing I just inform them how to teach writing. I will just deliver the contents each and every contents based on the course outline the course description I just teach them t the procedures because the is something that especially some scholars say “once children learn how to learn , nothing is going to narrow their mind” Is n’t it. Because of this first you have to come to practice you have to inform well how to write something you have to teach them the methodology, but when you observe this in the real classroom most did not do well do not carry out that is why you know our students weak enough writing not only our students we are weak enough for instance if you just ask someone write some letter for some organization or institution in English he may not be volunteer to write he just forwarded negative responses o “ it is difficult something to construct why do you just write in Amharic , Afan oromo or Tigregna, something because he knows himself or herself that is the point .the other from my experience critical problem in teaching writing is the teachers always consider the time you know time for instance let me just now remember something recall something to the high school primary

schools most of teachers follow holistic problem especially that general problem of the curriculum in Ethiopian context. For instance if we give one skill for teacher one teacher he or she can deliver effectively and they exposed their students she exposes her students and he exposes his students well in practice

R: that means a teacher only to teach writing skills

T: Even only English but in primary schools because primary school is the base of everything for instance until grade four if you write something well if you speak something well if we what we call listen something well afterwards you can just improve by your own you can just updated by your own because you just add something you will have good wish good hope

R: in the context of universities have you got how you usually practice teaching writing if there are challenges to manage teaching

T: that is relating with this experience of the universities the same is true if you ask some instructors he attend one class for 42 how many time 45 minutes in 45 minutes you want to cover something so he may not have time to we just to crosscheck each and every student writing plus it is impossible to give feedback do not forget that it may just the extending of his preparation or her preparation. As I have told you in the earlier the teacher or the instructor may not give emphasis for writing skills. I think you know well. All , most of the instructors focus on the language pattern that is the grammar aspect or something spoken so from my experience most teachers the first thing they are not god enough in writing plus they do not just follow the procedures how to teach writing even including me I just now seriously deal for two weeks or for months just after that I feel bored because of what number of population the number of students in a lass I couldn't address them I couldn't just give feedback for each and individual person

R: if that is the case how do you manage teaching writing skills usually? The number of students and lots of challenges you have already informed me how do you manage all these things , how do you strike the balance the number of students and your teaching

T: personally as far as I am concerned I am committed to my profession so the first thing I observe the environment that is the number of students in class. If that is not manageable for me I just now arrange the students' in group and after wards I describe each and every steps and procedures for the student and I address the group assignment that is in a class , classroom activities and I will monitor and manage them according to the group even if you want really experience of writing it may not be what we call if you see my experience or all teacher that may not be good for your study but for others

R: I need only your own experience

T: My own is just ..

R: how you usually manage and how you usually assess , how you usually give feedback

T: As I have told you after I determined or just know the number of students I divided the student in a groups and I give the tasks and based on that tasks I will just you know control assist support how to even there is a gap I just give instruction if there is something bad with you a gap you can ask me and plus I give time for instance At the first time while I am writing the writing you know to write for instance paragraph I will order them to write their draft their drafts I will coordinate so just I will aware them simply write anything what they feel do not worry write generate before come the group you have to write your own , all members of the group in order to what we call motivate inspire and plus it is goof for groups contribution . so I order them like this after wards they collect those individuals' work and they willll write in a single paper and afterwards I collect that draft and if there is time I will mark it because maximum eight or seven groups in a class, isn't it. And I will mark. I will attempt just to give feedback I n a class. If it is impossible I will bring it in my office and mark it and I will give feedback for them. And the next time , after I give the comments for them you know based on their comment they start what we call the edi ...after drafting what comes write something they start to write something why because there is I just know I am committed to follow each and every procedures and writing techniques for instance I gave time to think, brainstorm and next I gave time to draft ,so the next step is to write something you after drafting they must write something. So at this time I put some procedures to write you know it is better than draft isn't it. They can use for instance different pens or pencils to show the difference so now at that time I will control I will just read something I will assess result at last I will collect their work the same procedure if there is time I will just now marked and give feedback for them at that time if it is impossible it is must to bring their work to my home or to my office and for the preparation of the next class in next class I will address what they work seems like and what things need some modification and what things need critical modification and what hings need something such kind of based on that they will write again at editing or revising ya revising session so I follow in such a ways ..till publishing and proofreading I follow these steps. Most of the time I have been doing in writing session

R: ok so would you tell me in short possible ways to teach writing you may or may not use these but what is your beliefs about the possible ways university students learn writing skills the best possible ways to teach university students writing skills as a teacher how do you teach students to write. In a best way, university students you may not use that one but this is the possible way to teach writing

T: plus I forgot something from my experience while I am teaching writing I just address for students university students to write diary. You know diary. Ya so the first thing I orient them the possible solution for university students teacher must order their students to write something it may be diary but a diary is best because diary is a daily what we call consumption daily

experience incident so the first point the teachers must show what we call must check whether the students bring a diary book from a shop or not he must put his mark and after that he or she must order them to write every day and every day before a class he or she must check two or three or ten students. Whether they are in a line of their tasks or not isn't it. They must what we call those instructors must aware that don't write similar expressions similar approaches when they are writing their what we call diary. They must tell the objective of diaries, It has two objectives: the short term objective is you know they can improve their writing skills if they follow for instance today's writing ones student today's writing is better than what we call the yesterday's lesson you know script ya as I have told you earlier if we teach them how to learn how to teach noting is just be what we call empty. That is in their mind they can grasp something at that time they can develop their writing skill. This is what we call can be done for every university

R: have you tried just to make the diary as part of the assessment or simply have you ordered them to write diaries on the basis of their preferences or is that part of the assessment ?

T: That one is for my case you know

R: I want your experience

T: ya you just asked me better recommendations you know better recommendations you asked me a better recommendation a better solution that is why but as I have told you from my experience everything needs some what we call rewards if we gear what we all a better achievement in the future isn't it I always inform and order them to do their diaries daily and I will check it at last there is some mark unlimited it depends on the condition you know it depends on the condition

R: That is what I want to know ,that is the best way to teach writing as you have informed me letting them write diary as part of your experience you let them write diary then after what I want to check is did you consider that as part of the assessment?

T: that is the part of assessment

R: I need your experience

T: a part of assessment because I always engage them in a classroom but out of the classroom they are free and they may just now forget it knowledge by itself skill by itself can evaporate. You know, that is why they must react with themselves and that is self-study outside the classroom at home at every evening they attempt to write something at that time they can remember something how to write something you know that is I think my experience butdonot forget that there are other points to improve the writing skills the time constraints is a good frame, and knowledge and before someone writes I think he or she must read something you

know read something for instance if you want to write some fiction you have to read the guidelines how to write fiction so there are extra points that can be considered in writing

R: I think you believe all these have positive effects on .

T: ya...positive effect on writing achievement and motivation teachers motivation instructors motivation for instance always if we undermine students that is not good you know even the students who have good skill in writing he may be discouraged so the style approaches of the teachers of writing consider reinforcements you may just reinforce either positive or negative but your approach leads your student to motivate to write something not just forward the destructive ideas you are university student but you didn't write anything you are just now what we call empty something you are not good this negative rewards may discourage them but O you attempt but if you keep it up you will give yourself and you will write better so this is a better experience. I think this is good.

R: ok thank you for your time.

#### **Teacher14**

Dear teacher, this interview is planned .....

R:Would you tell me your teaching experience. In short , teaching experience means, how long have you been teaching English?

T: ok thank you for having me. I have been teaching English since 1997 E.C. Now is 2015 so, you may calculate it.

R: so, if that is the case I think you do have experiences of teaching writing in the context of universities.

T: sure, I have been teaching writing? I have been teaching advanced writing skills and different writing activities in the courses communicative English Skills I and Communicative English Skills II

R: As far as your understanding is concerned, as far as your experience is concerned, would you define writing? Could you tell me the way you understand writing, your understanding of writing as a skill would you tell me what is writing? in other words?

T: For me writing is a way of communicating a way of expressing your ideas your feelings your understandings whatever using different means or print ways printing medium. We can express our ideas through different channels, we do have oral means of expressing our ideas we have a

written ways of expressing our ideas so it is using words and expressions in the form of writing in the form of like letters and words.

R: ok how do you teach writing skills usually? Could you tell me the way you usually practice teaching writing in the context of universities?

T: Ok for me I believe the best way to learn to teach to learn to write is just to write. I believe in that to teach your students writing I believe students must practice writing students must be engaged in writing they must write themselves, so usually I give my students tasks to write I usually get them involved in writing different it could be sentences or paragraphs or essays depending on the situation in which we are in. Depending on the course I am teaching so I usually give tasks for students to write and I believe that is the best way to teach writing getting students involved getting students engaged getting them practicing writing.

R: ok, Could you tell me one simple example, the focus is simply show the development of a lesson from the beginning to the end in a specific session in a specific class could you tell me the way could you narrate the way you usually practice teaching writing for instance I first do this way that way in the context of the classroom?

T: ok. good what I usually do is first I come up with sort of usually a sort of topics to choose from I provide topics for students and I ask them to jot down some important points to list important points regarding the topic I gave them it could be a kind of phrase it could be a kind of sentence, depending on the genre I am teaching for instance if it is an argumentative kind of topic I usually give them sentences controversial topics in the form of sentence but if it is a kind of descriptive kind of writing I give them just to it could be words or phrases so that they can describe but basically what I ask them is I ask them to jot down outline important points first I tell them not to worry about the grammar, whether they are writing complete sentences or not the main focus at this stage is to help them generate important ideas so that they will use them in their writing . After they jot down some important points for some time then I ask them to make sentences or form sentences from the jotted down points and after they write some sentences from the jotted down or the outlines I ask them just to see it again and revise it edit it and finally come up with the final version of their writing. So I usually ask them to go through these processes, so that they come up with the refined version of their writing, and I sometimes ask them to exchange their texts and to comment each other and to refine their paragraphs or essays. This is how I usually do.

R: Have you got it feasible to put in to practice your understanding of writing in the classroom context you think writing should be taught in this way so would you have opportunity usually just to practice in a way that you want to teach writing skills?

T: O well, I see the main problem here usually I face is students want to finish their writing at a single seat at one seat they don't want to go through all these processes it is a challenge you cannot get them easily engaged once they write something that is the end product for them they don't let themselves revise their writings but if you insist on that and if you help them around it helps at least you can minimize some mechanical errors students are making they can avoid some spelling mistakes for instance some grammatical mistakes, they may not come up with well written paragraph or essay at the end but at least they can avoid some grave mechanical mistakes if you help them around so it helps a lot I think.

R: so what are the focuses of your lesson? When I see the focus I do not mean the area that you usually teach rather would you tell me the best way of helping students learn writing ? what should be given pre-minence? What should be give first place to teach writing skill? What should be emphasized to help students learn writing skills?

T: For me our focus should be as I said earlier, like I said earlier to get students engaged meaning involved in practicing writing if they practice writing if they are given the opportunity to practice writing now and then time and again they can improve their writing I believe in that I have personally you know experienced this instead of giving a certain topic and let them g and bring a certain paragraph or essay if we give them the opportunity in the classroom to revise to write revise again see it again and again that will help them develop their writing one thing it develops their confidence it brings the confidence that they can believe in themselves I think they can do it . Remember I said at the beginning the best way to learn to write is just to write I said this one. So there is no short cut formula there is no short way the only way for them our students to develop writing is they have to write and it is not a one night process it is a long process it is a skill so to bring that skill to improve from what they are now they have to practice writing so before that I give them the chance I focus on my primary focus is to help my students write time and again. Concerning the stages the different steps all the steps for me are very important. If you don't have the idea you cannot write you need the content to write. Not only the grammar not only the grammar you need the organization content is very important the grammar is important, may be at a certain stage the organization is important all these things cannot be perfect at a single seat it takes time students may focus on the content when they jotting down the outline in their writing that means they are focusing on the content. When they are trying to make sentences a little bit they are focusing on may be the grammar when they are trying to develop that in to a paragraph may be they will be focusing on the organization and when they finally their paragraph they will do some sort of editing may be that is a mechanics they can focus at this time on mechanics. Of course vocabulary is also there so you have to give enough emphasis for all these components may be the content is very important the organization is very important

R: how about the feasibility. Could you get feasible is it possible to manage as you have just informed me?

T: it is a challenge you see the main challenge is most of our students do not have the substance they don't have the content to write but things are relative to tell you my experience ,the main problem in teaching writing is students' lack of willingness. I believe if there is a will there is a learner to give themselves to the writing. They can improve to a little bit I am not saying we can bring dramatic kind of change they don't even our students are not able to write sentences let alone paragraphs or essays but there are few students at least so you can help this students to improve you know if they write a sentence at one time may be you will help them to make it two. If they write two sentences you may help them to make it three and so on that is the only way we can help our students you cannot keep quiet and you cannot sit idle while you are being a writing teacher you have to do something at least .I know there is a challenge even sometimes it is very difficult to analyze students' texts let alone to understand their texts you may not get a proper sentence in their writing , but there are few students and through time may be you might bring some sort of change of course there is a challenge there.

R: how about the assessment the usual practice of assessing the students' work you experiences of assessment in the context of teaching writing

T: What I usually do is look I tried to assess the components I told you earlier but most of the time I focus on a kind of holistic kind of assessment instead of going deeply into each and every segment of students' writing . If I take a writing out of ten percent I just focus on the general frame of the students' texts and I usually assess it out of whatever I am assessing out of ten out of twenty .I do not usually go to discrete kind of points there. I focus on the general organization and the meaning of the paragraph.

R: ok do you have any rational behind why you preferred this one

T: look it is difficult some times to start somewhere and to scrutinize students' writing from each part because look by experience look if I get a kind of relatively better paper I may focus on individual elements and so on , but when whole writing is a kind of mess it is difficult to start from such a kind of mechanical or discrete everything sometimes is wrong you get everything is wrong

R: how about the feedback

T: feedback what

R: Means the way you show students their limitations, problems and so on

T: it depends I usually follow two strategies. One is sometimes correcting and sometimes I use a strategy showing incorrectness I mean I may write the correct form the correct spelling the

correct word or the correct whatever. That means I correct it myself. I write the correct elements there. By this I mean I am correcting it is direct correcting on the paper. Sometimes I prefer to show incorrectness I may underline it a certain point to show something is wrong there .I may put a question mark just to bring them things to their attention sometimes I may circle it to show that something is wrong there. It depends if I am not totally clear with the word or the form they are writing I may just put question mark or I may circle it I may underline it and so on .If something is clear for me for instance it is a matter of agreement I may write the correct form the correct verb word or whatever so depending on the situation depending on the text I am coming to it depends.

R: Thank you for your time really I appreciate your concern

T: my pleasure.

. APPECDIX 28

**Excerpts from the Categories of the Phenomenographic Analysis Scheme**

Categories	Descriptions	Representative statements
<p><b>Category 1:</b> <b>Awareness raising</b></p>	<p>Awareness raising conception focuses on making students' conscious about doing writing. Accordingly, the focus of the teaching is showing importance of writing, theoretical issues about doing writing. Raising students' awareness about writing is the focus of this c. The prime role of the teacher was conceived as helping students know more about how to do writing. The focus in simple terms is teaching about writing in stead of teaching writing. Teachers employ metaphors " I tell, I explain, I theorize I teach as every other social sciences courses...."</p>	<p>"But allowing them or letting them walk through that kind of .the thing that I am telling you is taught through some kind of theoretical. not on practice on practical basis. It is because like I said the situation in which we are in does not allow us. All I have to do is raise their awareness." T2</p> <p>"All I have to do is, I leave them know that whenever they want to write they should be focusing on the process rather than... because I always tell them writing is a lifetime process. It is not a one touch activity.it does not become polished overnight. That is what I should be telling them." T2</p> <p>"I will also inform them show them how to come up with a given text or a paragraph the process of writing generating ideas and then outlining them, and then drafting and redrafting .The drafting process can be many. Finally when they feel they satisfied with their work also I check what they are doing and may be may be if given mark, mostly I do not give marks for whatever they are writing" T4</p> <p>"Ok let me tell you what I have been doing for instance if my intention is to let our students write paragraphs for instance first I will let the students realize what paragraph is first." T4</p> <p>"I tell them what kinds of words they should use in order to express their ideas. Exact words, they may not find exact words but closer words they can have knowledge of words by learning synonyms antonyms I provide them with different examples of a word that can be used in a certain context. Wrong words means a different things I explain those things also when there are grammatical errors that change the whole meaning of the text" T7</p> <p>"so as a strategy in the classroom while teaching writing activity I tell them first I think of what points included in their</p>

		<p>paragraph, then again I tell them to put them in correct order because when writing paragraph some points are more important than the others so either they have to go from the most important to the least important or vice versa.” T8</p> <p>“I explain what is sentence and what types of sentences are in terms of different criteria. And then once they learned the types which is the theoretical aspect I just let them write own sentences , own sentences and finally when I wonder around their desk to see what sentences do they construct just I might have seen for example I saw different problems on the sentences some of them including legibility” T9</p> <p>“That is one mechanism ,and most of the time I simply theoretize them that means at least to address the concept what it means what does a certain content related to writing is. Still it is theoretical and another one also in addition to the class size for example when I came to the major area they are around 21 ,22 or less for example last year they were 10 before for intermediate they were 21 ,22 or less for this student it is manageable class . I was able to assess both their individual performance, but what was the problem is the first thing is I do not know whether interest or background related problem you find students who are not interested at all.” T9</p> <p>“you have a plan you have an objective you have our objectives in your mind. You are there to achieve those objectives. In order to achieve the objectives you have to have some techniques students are with different problems yes first just I simply theoretize” T9</p> <p>“ let us say for example the topic that we are going to learn today is writing an effective paragraph so I tell them what effective paragraph is, how it is developed and the principles of writing paragraphs and so on so” T10</p> <p>“By the way it depends on the class size as I told you before for example I have been placed or assigned for art students, by the time the number of the students (was) were 13. So, I tried to just examine each and every student in the classroom. And I tried to evaluate the</p>
--	--	--

		<p>development of the student but what I do in other classes is just I teach as every social science subjects like geography, because I give the notes on the board ,I write the sentences effective sentences, how to write effective sentences , how to write effective paragraphs , essays and so on I write on the board so that I give the topic they are going to write about and next period I evaluate their works.” T10</p> <p>“I used to teach writing course as much as possible because I was there to teach students how to write sentence, paragraph or even an essay. So what I used to do was first I begin with how they construct sentences paragraphs and essays.” T11</p> <p>“ let me show you they think that paragraph in the handout is not yours they may definitely ask your ability they may be feeling doubtful so I should have shown them my capacity and they I simply showed how I could write a paragraph.”T11</p> <p>“before I attempt to write a certain paragraph or sentence and afterwards just I face with my students , and I will show you each and every step to students the first thing as I just now taught the first thing is I must inform for my students how to learn writing that is after I know something about how teach writing I just inform them how to teach writing.”T13</p> <p>“Because of this first you have to come to practice you have to inform well how to write something y ou have to teach them the methodology, but when you observe this in the real classroom most did not do well do not carry out that is why you know our students weak enough writing not only our students we are weak enough for instance if you just ask someone write some letter for some organization or institution in English he may not be volunteer to write he just forwarded negative responses o “ it is difficult something to construct why do you just write in Amharic , Afan oromo or Tigregna, T13</p> <p>“you have the time to cover all the portions theoretically and you got the chance to cover all the lessons practically as well. So if the teacher is quite wise if the teacher is really determined enough all the lessons in the</p>
--	--	---

		<p>classroom are truly practicable.” T11</p> <p>“I usually begin with what they know so that they can produce at least they can tell you use some phrases sometimes some students come up with phrases some students come up with lots of sentences I tell them sometimes I lecture how to begin and how to end.” T15</p> <p>“and the other is sometimes you need to give a lecture about writing what writing is and what should be taken in to account while I if there are problems how you can tackle our problems and” T15</p> <p>“the second unit I usually tell them how to write a paragraph and definition of paragraph and the like” T12</p> <p>“critical. Critical thinking is also very important. Simply, I am telling my students sometimes simply putting pen on paper is not enough because it is parroting.” T1</p> <p>“I mentioned hinders the class size even when I start to think of giving them appropriate lesson on writing like the first thing that I would be questioning my self is do I do it? Does it make me practical? Does it make my process very much feasible? It does not make my process feasible.”T2</p> <p>“Honestly speaking, you know, because the number of students is one major factor to do that I sometimes focus on some general points” T5</p> <p>“Advising my learners in a sense always tell them the importance of having good writing skill and when for example related to this just I let them just transfer a message to the class. I mean spoken this case you found what we call broken language there” T9</p> <p>“I teach my learners it is one way of communication I always tell them the advantages they will get from their best experience or development of being a best writer or a good writer.” T9</p> <p>“I teach the theory and I try to make students write that is expected of them but most often the materials do not make our students independent writers.” T6</p>
--	--	--

## APPENDIX 29

### Excerpts from Students' Pre intervention Interview (EG)

#### Student 1

R: my intention is to understand students' conceptions of writing . Conceptions means students' understanding of writing , so I do expect that you are going to share me your genuine experiences while you are writing in English. For this reason the collected data will be used only for research purpose. Don't get frustrated. Share me your experiences what you feel whenever you write in English. Please tell me frankly without any reservation. First tell me about your background.

Whenever I write something on English my purpose is to improve my English skills. I try to view or watch English movies so I improve my communication skills like speaking and writing. So my intention or my purpose of writing in English is to improve my English communication talent or skill. So, whenever I got something that bothered me like unknown words, I use dictionary. With the help of dictionary I got clear that point clear. So whenever I write something in English first of all my intention or my purpose will be on the topic sentence. I make sure that I have enough knowledge or I have some interest on the topic. In addition to that I tried to get or to collect or to gather something about that topic so that I can write briefly and more fluently. That is my experience.

R: Would you tell me occasions on which you usually write in English? Occasions on which you usually get involved in writing in English.

S: As I said before, my purpose is to improve my English writing skills, but whenever I got something interesting like my day to day activity. Like diary I interpret the Amharic version with English one. That helps me to improve. And on special occasions like birth day, and trips and whenever I go somewhere with my friends and my family and whenever there is a holiday and special occasions I try to write in English.

R: would you tell me the steps first I do this and first next I manage writing like would you tell me the steps or the procedures that you follow to come up with the text .

I usually follow the steps that are described in different books that means as I said before ..

R: I need only your experience there are steps that can be stated in some books if they are not part of your practice I do not want them. I need only your experiences.

S: I am interested in different novels so I make sure that I am trying to write in the same manner as different novels. So I usually use different expressions from books and from different quotes and different philosophical sayings. So my steps are genuinely . First, I make sure myself that I

am interested in that topic interested what I am writing for so for the unknown words I usually prefer dictionary so there are necessary steps just I write as I want.

R: Do you have a plan to revisit or rework on your writings? Do you have this habit of re-seeing your work? Or going back to your work and making some changes

S: yes whenever I got free time whenever I am interested in knowing or in remembering the words I reread the words the phrases or the paragraphs about it. Just when I got something wrong with it, I reread it or rewrite it.

R: would you advise me to improve my writing skills, what would be your advice?

S: I advise someone to be interested on the topic and just to have a purpose of writing so that when we do not know about anything we may not be interested in that we have to gather information about we have to use unique words that can express our feelings because writing is a different ways of expressing our feelings, so I advise you to reread your statements carefully that means when something is wrong with them you can edit or rewrite the writing as possible as you should use dictionary to help you to refer to unknown unknown words because it is very useful to express our feelings in foreign language and to make us obtain further knowledge about that language and make us interested one

R. Ok. My last question the last question is what are major limitations what are the major problems you usually face as a student whenever you write in English

S: I think the ,major problem I face is lack of ideas that means as I have native Amharic speaker I usually face different words or different statements that can't be described in English or transcribed in English and as can as as I can as possible I tried to get their version in English.

## **Student 2**

S: My writing skills come from I think . I finish my high school my high school education back in Gondar where I am from. It is called the school name is Fasiledes, and my writing skills comes from I think I have seen many films, and I write down everything they said and trying to say back when the finished the episode or the film. Then

R: How do you write in English usually? For instance if a writing assignment is given you are given one assignment just to write , could you tell me the way you usually manage this activity

S: First I think in Amharic which is my first language and then I translate in English. What is for example some if you say write something in English I write down in Amharic then I translate. That conversation in my mind. I translate in my mind.

R: Have you ever used anything to translate have you ever used any additional aid or simply translate by yourself.

S: By myself

R: When you were a high school student have you had experiences of writing

S: not so much but I am a group leader I work a lot of assignments may be that

R: what was the focus of your writing what you wanted to emphasize, what you want to meet whenever you want to write what is important thing you want to achieve?

S: I think too oo improve my English better I did that since high school I think that

R: could you tell me occasions some occasions in which you usually write in English?

S: Everything that I write may be assignment , homework,

R: so what is the most important thing in writing to develop your writing skills we should develop or we should have to be competent writer

S: maybe if I haven't taken spoken English course if I take that I will improve writing and speaking as you can see speaking is hard for me because I did not take spoken English so I will take for future may be better for writing or speaking.

R: how about in relation with your academic ...academic ...

S: English

R : academic English

S: it so fair and ..back primary they do not speak they have to speak they have no sufficient attitude.

R: are you good at academic writing

S: I think I am.

R: how do you evaluate your own skills ? Would do you rate your skills/

S: some times I write my full time so I write that is the reason I improve my writing

R: what are the most important problems that you usually face whenever you think of writing

S: ok some problems when I write I forgot some words...that is the problem spelling ..that is it

R: how about ideas, do you usually have ideas

S: as you can see I tell you I first think in Amharic then I translate

Have you got it easy to think in Amharic and to write in English. Have you got it practicable. Why don't you write in English what is the problem

S: because that is my first language

R: don't you think in English in other words don't you try

S : mostly I think in Amharic but some of them I think in English just writing in English

R: so have you ever tried to write directly in English without any translation before writng in Amharic

S: I did not write on paper in Amharic but in my mind I say it in Amharic and then translate

Have you got it easy or difficult?

S: that is easy

R: OK thank you thank you for your time

### **Student 3**

R: ....Could you explain the way you write? How you usually write in English? Could you tell me the steps, the process that you employ? You usually employ.

Student: I usually write notes like if I study my lesson I take short notes from that lesson to help that to help me to revise my lesson because short notes are precise. So I usually write short notes by using ..

How do you usually improve? Could you tell me your attempt to improve the quality of your writing before you submit a specific paper or a specific writing to your teacher?

Student: First, I write direct note and second I revised that direct note to precise and short and to remember easily and finally,

Teacher: My intention here is, have you tried just to improve its quality? Means, to make it appropriate? , to make it, ....to fit the desired needs. Have you tried to improve your writing?

In your attempt to improve the quality of your writing, what are your ....the focuses?

Student; capitalization, like tenses, and...

Teacher: other things,..... have you tried just to consider the whole text again? Have you ever tried to reconsider the whole of your writing? You once produced, after that have you tried to reconsider your writing?

Student : ya

Teacher: the whole text ,

Student : ya ,

Teacher: in what way

Student: by reading that note

Teacher : While you are writing, could you think of and change your mind sometimes

Student : ya

Teacher : in what ways

Student: different things like.....

Teacher: so, you perceive that writing is not a ...Writing is something that you change your mind time and again

Teacher: Sometimes, you see some problems in the texts that you have written. Could you tell me some of the problems that you usually address to improve the quality of your writing?

Student: While I am writing , for example, what I have written may be long , I rewrite the long writing short to make it easy to remember. It is not a problem of capitalization and tense. I rewrite precisely the notes. (translated from Amharic)

Teacher: You usually write in that way. That is your study skills. In steady of your study skills sometimes when an assignment is given to write a certain paragraph in that practice could you try to change your mind? or Could you simply write and submit as it is?

Student: simply write and submit

Teacher: How about the practice of revising your work? Is it commonly used or not? How frequently you employ revising your work?

If there are ways that you improve your writing?

Student: I write and submit as it is I write and make it precise and short .I minimize or reduced words having similar meanings. If there are difficult words I consult dictionaries.

Teacher: while you are learning English language or have you submitted your work directly or improve it? (translated from Amharic)

Student: I improve it.

Teacher: How do you manage the revision? Tell me about that?

Student: First from that notes, I see the note and write what I have understood. From that I develop short and precise notes to avoid wordiness and to make it short. I then compare and contrast with the original text. Finally , precise notes will be remained. ( translated from Amharic)

## APPENDIX 30

### Excerpts from Students' Pre intervention Interview (CG)

#### Student 1

Researcher : Would you write in English usually?

Student : yes I write

Researcher: how you usually write in English? Could you tell me the way you write?

Student: That means, I try to write but I have problem in grammar, like appropriate words, agreement and for instance, difficult words ( words difficult to understand) I include words by my self using trial and error method

Researcher: How you write what you do when you get yourself ready for writing? What you do first what you do next and how you finalize your writing? You should tell me your experience.

Student: first I practice on a blank sheet of paper.

Researcher: how you practice writing ?

Student: for instance, if I write a paragraph I start writing with indentation and I start writing about the given topic. After that finally I put the ideas I write like that

Researcher: So, do you write repeatedly sometimes?

Student: yes , I experience writing repeatedly. When I get myself in problem to get ideas

Researcher: When you rewrite what are the points that you improve in your writing?

Student: After that when I write again, I present what I repeat in a different way.

Researcher: Do you rewrite what you already produced or is there anything that you improve?

Student : I add other points in the text, that made the topic that I have been given clear, I see my problems and that I address the problem by using a better word

Researcher: Do you like writing in English?

Student:yes, I like very much but the problem is I am not capable.

Researcher: how do you confirm that you cannot write in English?

Student : On the basis of the given result on the topic , I correct my problems

Researcher: when the teacher ordered you to write in English, what you usually consider? What is your focus? Or what is the point of view of your writing effort?

Student , in my ...first grammar ..Second, I should not deviate from the topic given, and then what satisfies the given topic and I consider that it describes the topic properly.

Researcher: have you ever tried to consider for whom you write

Student: the topic determines

Researcher: when I say for whom you write , I mean the potential readers of your writing

Student: aaa I do not think of that

Researcher: you do not think of that

Student : I do not think of that ...

Researcher: Have you ever thought of as the teacher reads your writing , and what he or she feels about your writing.

Student: aaaaaaa

Researcher: you think of expressing your feelings ...

Student: I think of mainly expressing my own feelings. Like that, if I consider my readers or my audience, ( the tone is used to fill the sentence and it tells that this is not part of his practice).....I do not write that way

Researcher : you don't write that way?

Student: I do not write that way, if I start to consider the audience , there would not be grammar problem in my writing

Researcher: have you had the habit of writing about your own life experiences in your writing . For instance , like as an example do you write about your experiences or could you use writing about yourself as a strategy to make writing ?

Writing about yourself means , including your life experience on a piece of writing

Student: about myself for instance the place I live or the place I grew up, I write about all that last year When we were in "Kocha " when assignment is give by and large it was good but you have a problem in grammar. For instance, "I came from ..." for "I come from..." this type of agreement of conversation problems we face.

Researcher: how you usually follow the writing procedure given by the teacher? Do you follow the procedure and would you try not to deviate from the procedure given by the teacher?

Student: yes I try to write on the basis of the given procedure but I face different problems that I get my self writing that do not express the given word.

## Student 2

Researcher: I m going to talk to you about your English writing experiences. How do you write in English usually? What you do first and what you do next?

Student: When I write paragraph or Essay , first I consider how I write words ...grammar When we write in English , we may not write as we like like we write in Amharic. In English, first we consider what passive form , what active form, what we are supposed to write first I consider them. Next to that ,....

Researcher: what are the things that you do first when you get yourself ready for writing. First, I do this ,....

Student: First, I convince myself of my ideas and my opinions in my mind before I go to the paper. Then I put on paper what I think of in my mind.

Researcher: So you jot down the ideas or simply write what has come to your mind

Student: I copied down simply what has come to my mind as it is.

Researcher: You mean you write what has come to your mind as it is

Student: I directly write what have come to my mind

Researcher: what you do after that, do you improve your writing

Student: After I write sometimes in order not delete my writing or not to delete what I write I do not write my ideas in hurry or faster rather I write the ideas slowly

Researcher: have you ever improved your writing? Have you produced draft and improved that draft before you submitted your writing to the teacher? Have you done that way?

Student: yes , I had this experience ya

Researcher: what are the things that you usually improve

Student: what I improve , for example, in a place where I put full stop, if I want to add ideas, to avoid cross outs and to keep my writing neat ,I write cancel and I write on the next page.

Researcher: if that is submitted to the teacher,....

Student: yes I usually face that on exam ...especially after I join university paragraph writing is required frequently

Researcher: In addition to what have you said, do your teachers comment on your writing usually. What they comment on to be added ...

Student: in high school, yes I had this experience but here I do not know, teachers like paragraph writing is common in examinations like we have learnt only paragraph writing. I do not advise this.

Researcher: so , don't you think that writing is important for a university student.

Student: writing ...particularly some students from the very beginning they do not have writing experience . Writing means sometimes we can write lots of things in spite of facing writing alone in examination session. Even we can write diary simply in English that is not important but in exam there are students who do not write a single line. I think teachers should consider that.

Researcher : would you tell me the major purposes that you employ writing in English

Student: I usually use English to write diary.

Researcher: you write diary

Student : yes I write it

Researcher: Would you tell me about that experience, in what occasions or in wat way you write diary

Student: to remember what I experience in my day to day life experience I write

Researcher: thank you for your time

Student: thank you .

### **Student 3**

Researcher: tell me about your language learning experience

Student: language starts from lower grade, and I do not have back ground . mostly the problem is grammar. That means first I fear of making mistakes.

Researcher: Do you practice writing or do you have the habit of writing?

Student : yes I write but...

Researcher: what you write and How you write ?

Student: I attempt to write , I write but have problems in grammar. There is a problem. For instance agreement ..... when we took examination in the previous semester, I use simply I use by trial and error ...

Researcher: what you do when you attempt to write ... so what you do first and then what you do next? And finally how you finalize your writing?

Student: first I practice on a sheet of paper.

Researcher: how do you manage practicing writing?

Student: First, I start writing with indentation , and start writing and finally I put the ideas .

Researcher: have you ever writing a paragraph repeatedly?

Student: yes , I have the experience of writing repeatedly when I face a problem to generate ideas

Researcher: what you improve when you write repeatedly?

Student: When I rewrite I add ideas

Researcher: What kind of ideas?

Student: Ideas that illustrate the points I want to write about; Ideas that express the given topic having seen my problems or mistakes. For instance I use a word that expresses my ideas and satisfy

Researcher: Do you like to write in English?

Student: yes I like it but, I am not capable, I find it difficult to manage

Researcher: how do you know that you are not capable to write in English

Student: on the given topic to write about when I have seen the results finally I got errors

Researcher: whenever a writing assignment is given, what are your major consideration?

Student: Firstly, the grammar is there; second I should not stray from the given topic , and then it should satisfy the given topic.

Researcher: have you ever considered for whom you write about?

Student: the topic given

Researcher: For whom you write about means, have you considered the person who is going to read your paragraph?

Student: No , I do not

Researcher: have ever thought that the teacher is going to read your craft? you do not consider that

Student: I do not consider, that if considered that there would not be grammar problem

## APPENDIX 31

### Excerpts from Students' Post -intervention Interview ( EG)

#### Student 1

R: before we start this interview session would you tell me a bit about yourself . Tell me your experience in brief in short

S1: I am just a first year student at Wollo University and I plan to join a psychiatry department I hope that will become real. That is all about myself

R: ok. I think you went through the experience of preparing portfolio compiling portfolios would you tell me your feelings about portfolio what would you feel about portfolio assessment

S1: just portfolio means a lot of things but to me it is a compiled work of art that means I explain it as an art because it makes us to see to ourselves so it just a compiled work of different writings about different topics so my experience before this portfolio assignment I haven't I had't any experience of writing too much so this portfolio helped me to see through myself

R: ok have you seen any type of changes in the process that you usually manage the practice of writing have you seen any observed changes the way you usually write the way you practice writing have you seen any noticeable changes on your practices

S1: yes I have seen many changes many improvements from my works. As I told you before I haven't any experience of writing before this work so when I was writing this portfolio when I was compiling it I practiced severally and I tried to improve my work so when I improve practice the outlines I improved many points that I noticed that is all about it

R: what are the positive things or the merits or the advantages of portfolio as far as you experience is concerned as far as you have seen compiling portfolio as part of your learning experience. Would you tell me the contributions the positive effects that you have seen that you have observed , if you have seen any

S1: It made a lot of contributions in my learning practice that means it is a kind of practice I put words in a paper and that I words sentences and as far as paragraphs and essays. So I haven't any experience before it I think I have improved a lot after writing or compiling a portfolio.

R: may be my last question, regarding compiling portfolios if you have seen any challenge simply to manage compiling portfolios whatever type of challenge you faced could you tell me about that

S: at the beginning I faced a lack of idea about which I have to write but the paper the teacher or the instructor gave us made it clear about what I have to write so just it made me friendly with dictionary that means while language or learning

R: በአጠቃላይ አጠር አድርገሽ ከ ፖርትፎሊዮ ያገኘሽውን ኤክስፔሪያንስ በምትረጁው ቀንቀ ልትነግራኝ ትችያለሽ ማለት ነው።

You can tell me your portfolio writing experience in short using the language you understand well.

ያው ከዲክሽነሪ ጋር ብዙም ቅርበት አልነበረኝም ከዚያ በፊት ብዙ እንትኖችን ያው ከእንግሊዘኛ ወደ አማርኛ እና እንደዚህ ባይሊንጉስቲክ የሆኑ ዲክሽነሪዎችን እጠቀም ነበር ይህንን ኮምፓይል ለማድረግ ግን ከአማርኛው ይልቅ የእንግሊዘኛው የተሻለ ሆኖ አግኝቶቻለሁ። ስለዚህ ለሌሎችም ኮርሶች ይበልጥ እንግሊዘኛን በእንግሊዘኛ ዲፋን ለማድረግ እንትን ብሎኛል። እናም ብዙ ሀሳብ በሃሳብ እጥረት ነበረብኝ እንደገና ደግሞ እያንዳንዱ ከምዕሩቸው ጀስት ኮመፕላሪ አክቲቪቲውም ይሁን ወይም ደግሞ እያንዳንዱ እነዚህ ራሳችን መርጠን የምንፀፋቸው አክቲቪቲዎች ላይ ጀስት የሆነ የራስህ ልምድ እንዳለኝ ወይም ደግሞ መጻፍ እንደምችል ከዚህ በፊት ግልፅ አልነበረልኝም ለመጻፍ ድፍረቱ አልነበረኝም። እያንዳንዱን በምዕፍብት ጊዜ ደግሞ ከሁለቱ የተሻለው የቱ የሆነ የራስ አሰስመንት ሜትሮ ነበር በስራዎቹ መሃል እርግጥ የራስ ስራ ነውና የተሻለው ይህ ነው መጥሮው ይህ ነው ብሎ መፈረጁ ቢከብድም የተሻለ አሰስመንት ሩብሪክሶችን ወይም ደግሞ ጁስት ያሉ ፒኮችን የተሻለ የመጻፍ ልምድ እንዳከብት ረድቶኛል ማለት ነው።

I did not have experiences of using dictionary previously .I used to consult bilingual dictionaries ( from English to Amharic) , but while compiling the portfolio I found English only dictionaries better. For that reason, this experience helped me to define English words using English only dictionaries for other courses as well. I had a problem to come up with ideas. In addition, for both compulsory and optional activities that we choose to write about I did not know that I have personal experiences to share , and before the experience of compiling portfolio I did not believe that I can write and I did not have the courage to write. When I write everything I employed personal assessment method. Actually it was difficult to say this one is good or bad as it is my own work. The assessment and the suggested topics helped me to have better writing experience.

R: የምትጨምረው ነገር ካለ ስለ ፖርትፎሊዮ አሰስመንት ልምድ ካደረግሽው ነገር ብጠቅሰው ብናገረው የምትይው ነገር ካለ

If you want to add anything about the experiences of portfolio writing, anything that you want to mention

Portfolio has lots of benefits to students as my understanding is concerned. On the basis of my previous experience in elementary and high schools, they [teachers] did not focus on such a kind of writing practices. It was on oral language or oral presentation it can be introduction or other like presentation. It did not have writing, so this helps students get beyond word and sentence construction. There are lots of students having difficulty of English language. So

**S: ፖርትፎሊዮ ለተማሪዎች ብዙ ጥቅም አለው ብዬ እገምታለሁ በራሴ እንዳየሁት ከዚህ በፊት በኤለመንታሪም በሀይስኩልም ምንም አንደዚህ ብዙ የዕሁፍ ልምድ ላይ እንትን አይሉም ጀስት ኦራል ላንጉጃን ወይም ደግሞ ኦራል ለርኒንጉን ነበር ኢንትሮዳክሽን ሊሆን ይችላል ወይም ደግሞ ፕረዘንቴሽን ምናምን እናም የመጻፍ ልምድ ብዙም አልታየንም እና ይህ እንትን ማለቱ ተማሪዎች ቢያንስ የተሻለ ከሴንቴንስና ከወርድ ኮንስትራክት ይልቅ ምክንያቱም ተማሪዎች የኒሽርሲቲም ገብቶ እንግሊዘኛ በጣም የሚያስቸግራቸው ተማሪዎች ብዙ ናቸው። አልፋቤቲክ እነዚህ ደግሞ ፑኒቸቱቲነ ምናምን የሚያስቸግራቸው ተማሪዎች ብዙ ናቸው እለዚህ ጁስት ከ ኢንተርኔትም ከማንኛውም ሶርስ ሪፈር በማድረግ ራይቲንግ ሃቢታቸውን ወይም ስኬላቸውን ይበልጥ እንዲያዳብሩ ይረዳል። በዚህ አጋጣሚ ደግሞ ይህንን እድል ለሰጠን ላበረታታን መምህር ማመስገን እፈልጋለሁ።**

As far as my experienced is concerned, portfolio assessment has several benefits to students. As I understand from my own personal experiences, in high school as well as in elementary schools they did not focus on practicing writing. The emphasis was on oral language or oral learning such as introduction, presentation and the like. So there was not as such writing experiences. Many students in universities have faced writing difficulties. Lots of students have difficulties in alphabetic and punctuations and the like things. They can refer from internet and other sources and develop their writing habit. In this occasion, I would like to thank the teacher who has given such an opportunity.

R: Thank you for your time and constructive comments as well.

**Student 2**

**በቅድሚያ ወደዚህ ኢንተርቪው ስለመጣሽ በጣም አመሰግንኻለሁ**

Before everything , I would like to say well come to this interview

**ስምሽን ሳትጠቅሽ ስለራስሽ ስምሽንም ባትጠቅሽ የተወሰነነገርብታስተዋውቁ**

Could you introduce yourself, you can introduce yourself without mentioning your name

ችግር የለውም ስሜን መጥቀስ ችግር ላያመጣ ይችላል። ስሜ .... ይባላል የመጣሁት ከዚህ ከደሴ ነው። የመጀመሪያ ዓመት ተማሪ ነኝ።

No problem Mentioning my name would not have a problem. My name is .....I came from this town Dessie. I am first year student.

R:ጮክ ቢይ ድምፅሽን ትንሽ

Could you speak a bit aloud?

S2:እሽ በተሰጠን አሰስመንት እኔ እንደውም መጨረሻ ፔጅ ላይ ፅፌዎለሁ። የተሰማኝን ነገር አዘር ፖይንቶችን ሰብሰብ አድርጋችሁ ዓፉ በሚለው ላይ እኔ የራሴን ነገር ነውና የፃፍኩት ማለት ስለተሰጠን በጣም ደስተኛ ነኝ አሰስመንቱ ያው እንግሊዝኛ ሰብጃክት ብዙ ጊዜ እንደቀላል ነው የሚታየው ማለት እንግሊዝኛ ነው አናነብም ነው ስሜቱ ፈተናም ሲደርስ አይ እንግሊዝኛ ነው ችግር የለውም ነው የሚባለው። ግን እንደዚያ አይደለም በተለይ እዚህ ግቢ ፈተና አወጣጣቸው እኔ ማለት በደንብ ነው የማደንቃቸው፤ አወጣጣቸው ቀላል ነው ተብሎ ዝቅተኛ ቦታ እንዳይሰጠው በደንብ ነው የሚወጣውም ማለት ነው እንድናነብ በደንብ ይገፋፋናል እና አሰስመንቱ መሰጠቱ በተለይ ደግሞ በጣም አረፍ ነው።

ከመጀመሪያው ጀምሮ በተሰጠን አሁን የመጀመሪያው ጥያቄ ብንጀምር ስለ ሰመሪ ነው ሰመሪ አውጡ ሲባል አሁን እኔ ሰመሪ ሁሉንም ሰብጃክት ላይ በምሰራው አይነት አሰስመንት ሰመሪ ከተባለ በራሴ ነው የምፅፈው ሰመሪ እንዴት እንደሚፃፍ አገባቡንም ምንም ምን የምናውቀው ነገር አልነበረም። ክላስ ስንገባ ብዙ ጊዜ የምንፅፈው ነገር ይሰጠን ነበር ከእነዚያ ብዙ ኤክስፔሪያንሶች ወስደን ነበር ለመጣፍ እኔ አልተቸገርኩም። ክላስም አፃፋንም ብዙ ነገሮች ስለተማርን ለመጣፍ ብዙ አልተቸገርኩም። እና ፖርትፎሊዮ ለመጣፍ ማለት ማነሰቸሪፕትም ነበረው ስንተኛው ጥያቄ አካባቢ ወደ ስድስተኛው ጥያቄ አካባቢ ማነስክሪፕት ለመጣፍ ደግሞ እኔ ማለት ታሪኩ ስለ ከልቸራል ሄራተጅ ስለነበር የሚፃፈው ብዙ ነገሮችን እንድዳስስ አድርጎኛል። ብዙ የማናውቃቸውን ነገሮች የምንፅፈው እንዳለ ማለትም ሰርች ብናደርግ ጎግል ላይ ብዙ ታሪኮች አሉ መጣፍ ያለበት በራሳችን አባባልም አፃፍንም ስለነበር ታሪኩን ሙሉ አውቀነው ተረድተነው ከዚያ በራሳችን አፃፍን ነው የምንፅፈው ሶ ከዚያ ታሪኩን እንድናይ ወይም እንድናውቅ ረድቶኛል ማለት ነው ለኔ። ሌላ ቦታ ስለራሳችን ዴይቤ ኤክስፔሪያንስም ማለት ዲያሪም እንድንፅፍ ምናምን ነበረው። በየቀኑ ጊዜ ሰጥተነው ነበር ስለፈራነውም ከተሰጠንም ጊዜ አንፃር በየ ቀኑ የሆነ ያህል ጊዜ ሰዓት ወስጃበት ማታ አካባቢ ከላይብራሪ ስንመለስ የሆነ ያክል ዛሬ የነበረኝን ውሎ ብዩ ስፅፍ ነበርና እሱም እንድንሻሻልበት ወደፊትም እንደዚህ አይነት ኤክስፔሪያንሶችን እንድንፅፍ በአማርኛም ከመጣፍ የተሻለ ወደ እንግሊዝኛ እንድንቀይረው ብዙ ነገሮች እንድናደርግ ረድቶኛል።

S2: Ok. I wrote what I felt at the last page of the assessment. I wrote where we required writing what we felt generally.

In the places where we were required to write our experiences in general I wrote about my experiences. I was happy. English subject is usually seen as simple one. It is English language no need of reading. When examination time approaching, it is considered that reading is not necessary because it is English language. However, it is not like that particularly in this campus, I appreciate their preparation of

examination items. The examination was intended that students could not consider the subject as simple one. The examination initiates us read more. It helps us read more on the topics. Especially the assignment was very nice. From the very beginning what we were given was summary writing. When we were requested to write summary I tried to write summary based on my own previous understanding in a way that I did summary in other subjects. We did not have strong background about summary writing. Usually in class we were given writing activities. Based on that experience, I was not in problem to write summary. We learned about summary writing in class so I was not in problem. So to write portfolio actually there was also manuscript writing. I think the sixth activity was about manuscript writing. The manuscript was about cultural heritages so it helps me survey different materials or sources of knowledge. I understand that there are different things that we do not know and when I searched I knew different things and there were lots of things to write about. However, to write the story using our own words we should understand the issue inside out. In addition, the activity incorporates writing about daily experiences and writing diaries. We gave specific time to write daily because we considered the time given and we get afraid of the teachers' expectations so I gave time every evening after I returned from the library. I was writing my daily experiences and that helped me improve my writing. This experience helped me changed my experience of writing in Amharic in to writing in English.

**ሬ: የነበሩ ችግሮችስ ድሮው ባክስ ካሉት። ለወደፊቱ እነዚህ ነገሮች ችግር ናቸው የምትያቸው ፖይንት አውት የምታደርጊያቸው ነገሮች ካሉ**

What were the drawbacks? If there were problems that you wanted to point out

የነበረው ችግር ያው ከኔ ጋር ነው የሚያያዘው ብዙ ጊዜ ሜይቢ ግራማቲካል ኤሪር የግራመር ችግሮች ስንፅፍ የመሳሳት ሌላ ደግሞ ጊዜ ታይም ማኔጅመንት ላይ ብዙ ስላልነበርን ታይማችን ላይ ዌስት ያደረግብናል ብለን አስበን ነበር በመጀመሪያ ሁለት ወር አካባቢ ነበርና ለኮርሱ የተሰጠው ማንበብም ስላለብን ጊዜ ይሻማብናል ብለን አስበን ነበር። እንዲያውም አሳይመንት እንዲቀየርልን ጥያቄ አቀርበን ነበር ግን ብዙ ጊዜ ስለተሰጠን ፈተናን ጨምሮ ብዙ ጊዜ አል ፈጅብንም። ችግር ብዩ ያሰብኩት የነበረው የጊዜውን ነው። ግራማቲካል ኦርደሩ እንዳይሳሳት ብለን ስንፅፍ

The problem has connection with myself. It is personal most of the time it may be grammatical error, or and writing errors or problems. The other one time management we were not good at time management. Accordingly, we get afraid of doing the assignment in the given time because around two months were given to complete the course. Considering that the assignment take much of our time, we were requesting a change in the assignment given. However , because we were given ample time including the examination weeks , it did not take much time.

**R: ፐሮሰሱስ ላይ ሂደቱስ ላይ የአሰራርሽ ሂደት ላይ ያመጣው ለውጠጥ አለ** on the process that you usually do writing ማለት ነው

R: have you observed any changes in the process that you write in English

ተ: እስካሁን ያመጣብኝ ችግር የለም

S: no problem that I faced

ረ: ያመጣሽው ለውጥ ማለት ያገኘሽው ጥቅም አለው ወይ ለምሳሌ ራይ-ቲንግ ላይ በፊት ስትፀፈው ከነበረው አካሄዱ ላይ ወይም ፕሮሰሱ ላይ ወይም ሂደቱ ላይ እሱን ድርጊቱን እምትፈፀሚው የራይ-ቲንግ አፃፍሽ ላይ ያመጣው ነገር አለ ወይ ኢምፓክት አለው ወይ ወይስ ደግሞ ያየሽው ነገር የለም የሚለውን ነው

R: The changes you observed means the benefits that you have got. For instance, have you observed any change in your practice of writing? Does the assignment have impact on your practice?

ተ: አለ እንጂ በደንብ አለ። የመፃፍ ብዙ ልምድ የለንም ብዙ ጊዜ እንደሚታወቀው ኢቭን ኮንሸርሴሽን ስናደርግ በቃል ሆነ ነገር እንባላለን ኦር ደግሞ ቱክስት ሲፃፍ የሆነ ያክል ይፃፋል እንጂ ፎርማል ተደርጎ እንደዚህ እንድንፀፍ ማለት እንደዚህ ፎርማል ለሌክቸር እንዲገባ ተደርጎ ብዙ የመፃፍ እንትኑ የለንም ማለት እንዲህ ፃፉ ከተባለ የሆነ ነገር ሰርች ተደርጎ ግልብጥ የሚደረግ አይነት ነገር ነው። ግን ይህኛው ደግሞ ይለያል በራሳችን አባባል ስለሆነ የምንፀፈው ብዙ ነገርን እኔ አሻሽያለሁ ለምሳሌ ድራፍት መባሉ በራሱ ጥቅም አለው። መጀመሪያ ትፅፋለህ ከዚያ ታሻሽላለህ ያራሱ ለመፃፍ ብዙ ጥቅም ነበረው ለኔ። እና ብዙ እያስተካክልኩ ነበረ መጀመሪያ እፅፋለሁ ከዚያ ሳስተካክለው የበለጠ ማለት ለሚያነበውም ሰው የመጀመሪያ አፃፍ በራሴ ነበር ለሌተኛ ስፅፍ ደግሞ ለሰውም በሚገባው አይነት መንገድ ስለሆነ ብጣም ብዙ ለመፃፍ እኔ ብዙ አልቸገርም ለወደፊቱ አስስመንቴም ዲፓርትመንት ከመረጥን በሆላ የሚገቡ አሳይመንቶች ሲሰጡ ብዙ እቸገራለሁ ብዬ አላስብም በራይ-ቲንግ ላይ።

S: sure, there was a change. We did not have writing experiences. As we know, we focused on doing oral conversation or writing texts to some extent, but it was not as formal writing as this one. Like this, we did not have experiences of formal writing. If we were given writing assignment, it was like writing by copying from other sources.

This one was different, we were informed to writing using our own words. I have learned lots of things. For instance, what was said draft has its own benefits? First you write, and then you rewrite that had lot of benefits to write. First you write then you improve it. I improve different things. First I write then I improve it and rewrite. When I write for the third time I write for the audience so I was not in problem to write assignments to be submitted to the department. In the future, after we select departments I think I will not face writing problems.

በጣም አመሰግናለሁ ስለዚህ ገጽሽም ስለ ሰጠሽኝ አስተያየትም ቱንክዩ.

R: Thank you for your time and your comments.

**.Student 3**

Researcher: Dear learner this interview is planned to collect data just about students' writing experience for this reason you need just to tell me your writing experience totally. How you

usually do writing and also the major focus areas or major steps that you usually follow just to write in English. You need just to tell me about this, which language would you prefer?

Student: I prefer more mother tongue that means Amharic.

Researcher: ok no problem በአማርኛ ከሆነ ብዙ ጊዜ እንዴት ነው የምትፀፈው ስትፀፍ ምን ምን ነገሮችን ትከተላለህ? ስለነዚህ ነገሮች ሀሳብ ብትሰጠኝ?

If you want to speak in Amharic, how you usually write? Could you tell me the writing procedures or steps that you follow?

Student: ስፅፍ ብዙ ጊዜ አንዳንዴ ዝም ብሎ እንደወረደ መፃፍ ስለማይመጣ ሆነ እንደዚህ ፕላንን ያሉትን ሃሳቦች ፃፍ ፃፍ ከአደረኩ በሁዋላ እነዚያን ልክ እንደተማርነው ድራፍት የሚለውን ከዚያ በፊት አላውቀውም ነበር። ቀጥታ እፅፋለሁ ያንን ሰርዥ እንደገና አሁን ግን ድራፍት የሚለውን ሃሳብን ከተማርን በሁዋላ ድራፍት እፅፋለሁ ከዚያ በሁዋላ ያለውን ስህተት አውጥቼ እንደገና ሪቫይዥን አድርጌ ሪራይት አድርጌ አደራጅቼ እፅፋለሁ ሶስት ጊዜ ማለት ነው። ስለዚህ መጀመሪያ ላይ ፕላንን አለ እንደዚህ ዝም ብየ ሰሌክት ሰሌክት የማደርግበት ሀሳብን ከዚያ በሁዋላ ያንን ጠርቀም አድርጌ በድራፍቱን መልክ እፅፋለሁ ከዚያ ያንን ሪቫይዥን ካደረኩኝ በሁዋላ ደግሞ የመጨረሻውን ፋይናሉን እፅፋለሁ።

When I write , it is difficult to write at a time , I write my ideas in accordance of my plan and as we have learned I did not what had been said draft. I write directly and I cancelled it and write again, but now after we have learned what we call draft , I write draft then after I look for problems and rewrite again by revising the problems. That means three times. First there is planning, that means I simply select ideas or gather ideas and write it as a draft. Then I revised it an rewrite the final text.

Researcher: ምን ምን ነገሮች ላይ ትከረት ታደርጋለህ ሪቫይዥ ስታደርግ - መልሱ ስትፀፍ።

What are your focuses while revising your draft writings?

Student: ሪቫይዥ ሳደርግ ፓንክቸዊሽን ስርዓተ ነጥቦች ካፒታል ስሞል የተለያዩ ነገሮች ከዚያ ትንሽ አንዳንዴ ግራመር ላይ መጀመሪያ ላይ ድራፍቱ ላይ ዝም ብሎ እንደወረደ ያለውን ሀሳብ አፅፋለሁ ከዚያ በሁዋላ ነው ያንን ሪቪዥን ላይ ያለውን እነዚያን ነገሮች የማየው ብዙ ጊዜ።

When I revise I focus on punctuation, mechanics, and capital – small and other things. Sometimes I focus on grammar firstly I write the draft as it is I focus on writing my ideas then after that I see those things in revision.

Researcher: ታዲያ ሪቫይዥን ስታደርግ ሃሳቦችን አዳዲስ ሃሳቦችን የመጨመር ባህሪ ስንዴት ነው?

So, when you revise how about adding new ideas?

Student: እንደዚህ የምጨምረው ይህ አይገልፀውም ብዬ የማስበውን በሌላ ወርድ እተካለሁ።

If it has got a problem to describe what I think of I replace with other words that describe more.

Researcher: ሌላው አሁንም ፖርትፎሊዮ አዘጋጅተሃል ፖርትፎሊዮ ራይተንግ ላይ የነበረህን ኤክስፔሪያንስ ብትገልፅልኝ

Now you compiled portfolio, so could you explain your portfolio writing experience

Student: ፖርትፎሊዮ ባክግራውንድ ማለት ነው

Do you mean , portfolio background

Researcher: ፖርትፎሊዮ ይህ ኮምፓይት አድርጋችሁ የሰጣችሁትን አሳይመንት ስትፅፍ ያጋጠመህን ችግሮች ያጋጠሙህን ችግሮች ካሉ ችግሮቹን መጀመሪያ ንግረኝ እስኪ

You have compiled a portfolio and submitted for assessment. Is there any problem that you faced while compiling your portfolio?

Student: ችግሮቹ መጀመሪያ ፕላንንግ ላይ ስፅፍና ድራፍቲንግ ላይ ስፅፍ ፍሎው አፍ አይዲያ መቆራረጥ ነበረብኝ ይቆራረጣል። አይመጣም አንድ ጊዜ አይመጣም፤ ከዚያ ላክ አፍ ቮካቡለሪ ቮካቡለሪ እጥረት ብዙውን ጊዜ ስፅፍ ደግሞ አክቲቭ ቮካቡለሪ እና ፓሲቭ ቮካቡለሪ የሚባል አለ፤ ፓሲቭ ቮካቡለሪ እነሱን ብዙ ጊዜ እጠቀማለሁ። ግን ፓሲቭ ቮካቡለሪ ሃሳቡን አልገልፅልኝ ሲል እንደገና ወደ ዲቪዥን አንዳንዴ እሄዳለሁ ያንን ለመግለፅ ፤ ሌላው ግራመር ነው።፤ ግራመር ብዙውን ጊዜ ፅፌም ራሱ ሪቫይዥድ ሳደርግ ለማስተካከልም ጊዜ ቢወስድም

አስተካከልኩም ብዩ ግን መልሼ ስህተት አገኛለሁ። ግራመር ብዙ ጊዜ ትንሽ አፈክት ያደርጋል። ግን ኖርማሊ በዚህ አይነት መልኩ ነው ...

The problems, first, when I write during planning and revising it does not keep flow of ideas. It has a problem of coherence it does not come at a time. Then lack of vocabulary, when I write frequently I have lack of adequate vocabulary and there are active and passive vocabulary .I frequently use passive vocabulary.[to mean active]. But when passive vocabulary does not explain my ideas clearly, I look for dictionary and consult it for appropriate words. The other thing is grammar ; checking grammar is time taking but I try to check but after revising I find problems. So grammar most of the time affects my writing.

Researcher: ጠቀሜታውስ ያገኘህበት ጥቅም አለ በራስህ እምነት

Personally, have you got any benefits ?

Student: ያገኘሁበት ጥቅም እስከሣሬ ስፅፍ ልፅፍ ሳስብ ራሱ ገና መፃፍ ሳልጀምር በሃሳብ ብዙ ጊዜ አሳልፋለሁ ኢቭን ሌላስራ እየሰራሁ ያንኑ ነው የሚመጣብኝ ያንኑ ነው የሚመጣብኝ አሁን ላይ ግን ፕራክቲስ ላይ ሞክርኩት አሳይመንትም ከዚህም ከክላስ ስንፈተንም ዞሮ ስራውን መጀመር እንጂ ማለቡ ጥቅም እንደሌለው አውቄያለሁ። ስራውን በጀመርኩት ቁጥር በቃ ችግራንም አውቄ ለማስተካከል ይረዳኛል። ከስካሁኑ ያገኘሁት ነገር ፕራክቲስ ቀጥታ ወደ ተግባር መግባቱ ጥሩ እንደሆነ ነው።

The benefits that I have got , previously I spent more time thinking about the topic even before I put pen on the paper, even what I want to write about has come to my mind while I am doing other jobs. Now from the writing examination and from practicing writing what I understand is that procrastination makes writing difficult, but starting writing early will give me opportunity to identify my problems and make corrective measures. . So what I have learnt important is going directly in to practice without delay or procrastination.

Researcher ሌላው ቻሌንጅ የምትለው ነገር ፖረትፎሊዮ ይህ አሳይመንቶችን በዚህ መልኩ ኮምፓይል አድርጎ ሰብስቦ አምጥቶ እንትን ማድረጉ እንደ አሰስመንት ሞድ ተማሪዎች ላይ ያለውን የነበረውን ጫና ቻሌንጅ አለ ወይ ስለሱ ነገር..

The other thing using portfolio as an assessment scheme, does it have any challenge or burden on students?

Student: ጫና አለው በጣም በተለይ በዚህ ሰአት ሌላውን ሰብጃክት ሰዓት ያጣብባል ከዚያ ውጭ ግን ቢሆንም ዞሮ ዞሮ ከጉዳቱ ጥቅሙ የሚበልጥ ነው የሚመስለኝ።

It has burden particularly at this time it has burden. It impacts the time that we need for other subjects, but in one or the other way the benefits surpasses the problems.

Researcher አሁን ብትሰራ በዚህ መልኩ አሰስ ብትደረግ ለወደፊት ፊሊንግህ ምንድን ነው ጥሩ ስሜት አለህ ወይስ ለመሰራት ነው የሰራኸው ወይስ ደግሞ ጥሩ ስሜት ተሰምቶሃል ወይ የሚለውን ደግሞ እስኪ

What is your feeling if you will be assessed in this way? Have you had good feelings to portfolio assessment or have you simply done to complete the assessment?

Student ስሜቴ ላይ አሁን እስካሁን ስመጣ በዚህ መልኩ ስላልመጣሁኝ ይህንን ስሰራ ጊዜ ይወስድብኛል ብዩ እንደዛ ይሆናል እንጂ የማገኘው ጥሩ ነገር እንደማገኝ ይሰማኛል።

I did not have portfolio writing experience in my previous schooling. This may enforced me to think of that portfolio consumes my time. Otherwise, I feel that I get good things from portfolio writing.

Researcher: ስሜትህ ፖዘቲቭ ነው ፊሊንግህ ጥሩ ነበር ለሰራኸው ስራ ፖርትፎሊዮ ማለት ነው

Student: ብዙ ተማሪዎች አሁን እንደዚህ ሲሰሩ ጥሩ ነገር ሰርተው እንደማቅረብ ሌላ እንደዚህ አውርደው እንደዚያ ሲሰሩ ሳይ አስጠልቶኛል በቃ እንደዚህ አይነት አሳይመንት ተሰጥል እያሉ ግን ለኔ ዝም ብዩ ሞክርኩኝ ቢያንስም ብቻ ይህ አብሮኝ ሊሄድ የሚችል ነው ብዩ ስላሰብኩኝ እንደሱ ነው የሰራሁት

I did not feel good when I have seen students who do not manage the assignment properly. However, I think that this experience lasts with me and I tried to manage the assignment properly by myself.

Researcher: በአጠቃላይ ስለዚህ የምትለው ነገር አለ ስለ ኮንትራቤሽኑም ሆነ የተሰማህ ስሜት በአጠቃላይ ሰመራይዝ አድርገህ የምታቀርበው ነገር ካለህ ፖርትፎሊዮ ራይቲንግ ላይ

If you have something that you want to summarize about portfolio assessment- about its contributions or your feelings towards it ?

Student: እንደ አጠቃላይ ..አኬ ራይቲንግ ላይ ያየሁት ከወደሁዋላ ስንመጣ ከ1-12 ማለት ከ9-12 ስንመጣ ትኩረት ያለው ግራመር ላይ ብቻ ነው :: ግራመር ነው ዛሬም ግራመር ነገም ግራመር ከዚያም ግራመር ነው ያንን ነው ስንማር የከረምነው::፤ግራመር ብቻ ደግሞ ውጤታማ አያደርግም:: ስለዚህ ራይቲንግ መማሩ ለኛ በጣም አሪፍ ነው ግን ከዛ የሁዋላ ባክግራውንድ ያመጣነው ነገር ስለሌለ እርሾ ስለሌለ ከዚህ ላይ ስንመጣ እንጠላዋለን ብዙዎቻችን የኔ ሀሳብ ግን ከታች ከ9 ጀምሮ ከ9፣10 12 ጀምሮ ቢሰጥ ከታች የመጣ ነገር ቤዝ ይሆናል እርሾ ይሆናል:: ስለዚህ አሁን ዩኒቨርሲቲ ደረጃ ላይ አንቸገርም ማለት ነው:: ግን ታች ላይ ነው ችግሩ መምህራን እዚያ ላይ ቢሰሩ አሪፍ ነው::

What I have observed in general about writing is that the teaching in the previous grades (from grade 9-12) emphasizes grammar. The teachers focus on grammar day in day out. Grammar knowledge only would not make us effective writers. Because we did not learn writing in the previous grades properly and we did not have adequate background knowledge, we detest writing at university. So if we start learning writing at lower grades, it would serve as a stepping stone at university level. Thus, teachers at lower grades should give attention to writing.

Researcher: በጣም አመሰግናለሁ ስለ ጊዜህ

#### Student 4

Dear learner this interview is planned to get data or to collect data about students' experience. How students usually write , strategies they employ just to write or to perform writing activities. It focuses on your understanding of writing skills in general. I think you are volunteer to give me data on your writing experience.

Student: በአማርኛ ልናገር?

Student: shall I speak in Amharic?

Teacher: possible. ፈቃደኛ ነሽ ግን አይደል

Teacher: possible , I think you are volunteer.

Student: አወ

Student: yes

Teacher: ብዙ ጊዜ እምትፅፈው እንዴት ነው። ስለምትፅፈው ነገር እንዴት እንደምትፅፈው ብታስረጁኝ?

Teacher: could you tell me the way you usually manage writing? Could you elaborate how you manage writing?

Student: እሽ መጀመሪያ የመጀመሪያዬ ነው ማለት እንደዚህ አይነት ነገር ላይ ስለራ ከዚህ በፊትም ስማር በሌላ ክላስም ስማር እንደዚህ እስካሁን ድረስም ስደርስ እንደዚህ አይነት ነገር አልተሰጠንም አልሰራንም። ግን ያሁኑ አሪፍ ነው ፣፤ በጣም አሪፍ ነው። ራይቲንግ አሁን ስንፅፍ እኔ አብዛኛውን ጊዜ የሚያስቸግረኝ ግራማቲካል ወርዶችን ተጠቅሞ መጻፍ ሾካቡለሪዎቹንም ከባድ የሚባሉትን ሾካቡለሪዎች ተጠቅሞ መጻፍ እዚያ አካባቢ በጣም ያስቸግረኛል። ግን በቻልኩት አቅም ለምሳሌ ከዲክሽነሪም ወስጄ ሌሎቹንም ደግሞ እንዴት እንደጻፉ አይቼ ያንን ተረድቼ ያንን ቤዝድ አድርጌ አሱ ላይ ተነስቼ ለመጻፍ እሞክራለሁ አንዳንዴ ማለት ነው። አንዳንዴ ደግሞ በጣም ቀላል የተሰጠን ነገር ቀላል ሆኖ በራሴ መግለፅ የምችል ከሆነ ደግሞ በራሴው በስልኬ እንትን እያልኩኝ ማለትም ቃላቶቹን እየፈለኩኝ እነሱን ለማገናኘትና እንትን እያልኩኝ ለመጻፍ እሞክራለሁ። እና ያሁኑ የተሰጠን አክቲቪቲ በጣም ደስ ይል ነበር። በጣም ራሴን እንድፈትን ነው ያደረገኝ። የምር ማለት ነው። እኔ እንጂ ተጨንቄበታለሁም ለመጻፍ ብዙም ጊዜ አላገኘንበትም እንጂ በጣም በጣም ጥሩ አሳይመንት ነበር። ተመችቶን ነበር የሰራነው ያው ቢሆን ኖሮ ጊዜ ቢኖረን ኖሮ ከዚህ በላይ እንሰራለን ብዬ አስባለሁ።ለእኛም ጥሩ ነው ማለቱም ለወደፊቱም ማለት ነው መጻፍ በጣም ነው የምወደው በተለያዩ ቋንቋም ቢሆን ብፅፍ በጣም ነው ደስ የሚለኝ።

Student: ok firstly , it is for the first time that I experience this type of thing . I did not do this type of assignment and we were not given this kind of things in our previous grades still this time. But this experience was good; it was very fine. When I write, what I found difficult was using grammatical words, using difficult words or vocabularies. However, by consulting dictionaries and by observing how others manage their writing, I try to write on the basis of my observation. That is how I manage writing sometimes. In other occasions, if the writing assignment is simple and if I can express by myself I use my phone and complete the assignment.

The assignment that has currently been given is very interesting. It helped me test my potential. I have taken the assignment seriously. Even if we did not have enough time, we found the assignment interesting. We were happy while doing the assignment. It is also very good for our future. I like writing I like writing in different languages.

Teacher: አሁን ስለዚህ ስትፅፉ አሁን ምን ምን አዳዲስ ነገሮች ምን ጥሩ ነገሮች አገኘሽ ከዚህ በፊት ካልነበረሽ ከኤክስፔሪያንስ አንጻር

Teacher: So what new things or experiences have you got from portfolio writing?

Student: አሁን ስዕፍ ያገኘሁት ነገር የተለያዩ በጣም ከባድ የሚባሉ ወርዶችን መፍታት ችያለሁ። ትርጉማቸው ምን ምን እንደሆነና የት የት ጋር እንደማስገባቸው እና ደግሞ ትኩረት ለመሰጠት የሆነ አለ አይደል ማለት ምን ያህል እንዴት አይነት አድርጌ ዕፌ ብገልፀውና ሰወች ሊያነቡት ወይም ሊፈልጉት የሚችሉት ብዩ እንዳስብና ያንን ደግሞ አግኝቶታለሁ።እንደዛ እንድዕፍ ማለት ነው።

Student: Now What I have got from writing I can figure out the meanings of difficult words. I understand their meaning and the context in which I employ them. In addition, I have got experiences such as how to attract the readers . I think of how I attract readers.

Teacher: ኦኬ ስለራስሽና አይ ቲንክ ከራስሽ ህይወት ጋር ስታገናኝውስ?

Teacher: Ok . How about yourself? And relating writing with your life?

Student: ራሴ ጋር ሳገናኘው አብዛኛውን ጊዜ ስዕፍ ማለት ስለራሴ ዲያሪ ምናምን ስዕፍ በምፅፍበት ጊዜ ስለራሴ ነው አይደል አብዛኛውን የምፅፈው እና ያንን የምፅፍበት ነገር ከራሴ ጋር ነው የማመሳሰለው። ማለት የራሴን ባህሪ እገልፀዋለሁ ብዩ ማለት ነው ። አብዛኛውን ጊዜ እንደዚያ ነው የምፅፈው።

Student: When I relate with my life, most of the time when I write diary about myself I usually write about myself. In this case, I relate what I write with my life. That means I express my character. I think I usually do so.

Teacher: ስለዚህ ፖርትፎሊዮ አሰሰመንትን በተመለከተ በአጠቃላይ የምትይው ነገር ካለ ጠቀሜታውን በተመለከተ አንቺ ያገኘሽውን ጥቅም በተመለከተጠቅለል አድርገሽ የምትይው ነገር ካለ

Teacher: If you want to say something about portfolio assessment, benefits that you have got If you could say it in general terms.

Student: እኔ ያገኘሁበት ነገር በጣም ማለት ለእንግሊዝኛ ትምህርትና በእንግሊዝኛ ለሚጻፉ ለሚደረጉ ነገሮች አንደኛ ትኩረት እንድሰጥ አድርጎኛል ሁለተኛ ደግሞ በኔ በራሴ በኢትዮጵያዊነት ቋንቋ ብቻ ሳይሆን በሌሎች ቋንቋም ከእንግሊዝኛ ውጭም እንድዕፍ ሞር ደግሞ ተነሳሽ እንድሆን አድርጎኛል። እና ደግሞ በጣም ጠቃሚ ነው ። የእውነት ከዚህ በኋላም ያሉ ተማሪዎች ከኔ በኋላ ለሚመጡ ተማሪዎች ሞር ደግሞ ከመጀመሪያ ከመጀመሪያ ጀምሮ በቃ ጊዜ ተሰጥቶቸው በአንድ ጊዜ ሳይሆን በየጊዜው እንዲሰጣቸውን እንዲሞክሩት። ቢሞክሩት ደግሞ ጥሩ ነገር ያገኛሉ ብዩ ተስፋ አደርጋለሁ። እና አሪፍ ነበር በጣም።

Student: of the benefits that I have got firstly I start to give attention to English lessons and for things that need English language. Secondly, the experience motivates me to write not only in English but also in other local languages. In addition, it is also beneficial. Frankly speaking, it is good if students are given the opportunity to write on portfolio. The assignment should be given

earlier in order to give more time to complete the task. If they try it, I think they will be benefited. It was a very nice experience.

Teacher: ከዚያ ፖርትፎሊዮ ኤክስፔሪያንስ ጥሩ ነበር። ይህ ድራፍት የመጻፍስ ከዚያ ጋር ያገኘው ነገር አለ?

Teacher : anything important that you have got in relation with writing drafts?

Student: አወ እዚያ አካባቢ በምፅፍበት ሰዓት የሆነ ሰዓት ማለት እንግሊዘኞቹ ይጠፉብኝ ነበር ቃላቶቹ ማለት ነው። የዚያኔ በአማርኛ ነበር የማስቀምጠው ። በአማርኛ አስቀምጫቸው ያን አማርኛውን በዲክሽነሪ በስልኬ እፈታና ነው ደግሜ የማስገባቸው። ማለት ነው እና አሪፍ ነበር።

Student: yes, while I was writing there were occasions that I couldn't easily get the words or the vocabularies. At that time, I put my ideas in Amharic. After I put my ideas in Amharic, I will change that in English by using dictionaries in my phone.

Teacher ስትፅፈ ዝም ብለሽ ፍሪሊ መጻፍ

Teacher: how about writing freely?

Student: ስፅፍ አወ ዝም ብየ ፍሪሊ ነው የምፅፈው እና ከዚያ በሁዋላ ነው የምቀያይራቸው ቦታዎቹን ስቴፕ የማስይዛቸው ማለት ነው። እንጂ ዝም ብየ እንደመጣልኝ እፅፋለሁ መጀመሪያ መጨረሻ ላይ የማስገባበት ቦታ ላይ በስነስርአት አድርጌ በስቴፕ ነው የማስቀማጠው

Student: yes when I write I write freely and after that I change the places and put them in step. So, first I write freely whatever has come to my mind. Finally, in the place where I should put the ideas I put them in order.

Teacher: አሁን ባለሽበት ሁኔታ እንደው ራይቲንግ ሲባል እንዴት አድርገሽ ነው የምትገልጭው? በአጭሩ

Teacher: on the basis of your current condition, how do you explain writing ?

Student: ራይቲንግ ማለት...

Student: writing meanse...

Teacher: ራይቲንግ በዘሀ መልኩ ነው መሰራት ያለበት ወይም መሆን ያለበት የምትይው ነገር ካለ

Teacher: If you want to say about the way writing is or should be managed.

Student: መሆን የሚገባው የምለው አሁን ብዙ ነገሮችን ስለምንፅፍበት ሃሳብ ማለት የተለያየ ነገር ቢገልፅም ግን ደግሞ አንድ መሆን አለበት። ስለምናወራው ነገር አንድ ነገር ስለምንፅፈው ነገር አንድ ነገር መጻፍ አለብን። ስለ አንድ ነገር እስከጻፍን ድረስ የተለያየ ነገር

የተበታተነ ሀሳብ ሳይሆን እንደምንም ብለን ወደ አንድ ማምጣት እንዳለብን ደግሞ በጣም መሳጭ የሆኑ የአፃፃፍ ዘዴዎችን መጠቀም እንዳለብን ምናምን ተምራብታለሁ። እና ራይቲንግ ማለት በቃ ሀሳብን በአንድ ነገር ማለት ማስፈር ማለት ነው። በቃ ሀሳብን መግለፅ መቻል ብዩ ነው የምይዘው በራሴ።

Student: the ideas that we can use may be different, but that should write about a single issue or a single theme. We should write about one issue that we want to talk about. So long as we write about an issue, we should not write scattered rather we should bring all the issues to one whole. In addition I have learnt how to attract the readers and how to get the attention of the audience .Generally , writing means expressing ones ideas ar the capacity to express ones thought.

Teacher: አመሰግናለሁ እንትን ..ፖርትፎሊዮ ላይ የምታወራው ነገር ካለሽ እድሉን ልስጥሽ እንደው ያገኘሽውም ነገር ቢሆን ቻሌንጅ የምትይውም ቻሌንጅ ለምሳሌ ምንድን ነው ቻሌንጅ የገጠመሽ ቻሌንጅ የምትያቸው ነገሮች ይህን ነገር በደንብ እንዳይሆን የሚገጥሙ ቻሌንጆች ከነበሩ

Teacher: Thank you, I mean if you have ideas that you want to add on the use of portfolio assessment it can be benefits that you have got or challenges as well

Student: አወ...ችግሩ እንትኑ ነው ማለት አንደኛ ሰርተን አናውቅም ከዚህ በፊት እንደዚህ አይነት ነገር። እና አዲስ ስለሆነብን በጣም ከብደን ነበር። ለምን እንደዚህ እንዴት እንደሚፃፍ ሁላ ማለት ነው። ሁለተኛ ደግሞ በፈተና ወቅት ሀሳባችንን አንድ ላይ መሰብሰብ አልቻልንም ነበር። እሱ ነው ቻሌንጅ ይሆናል ብዩ የማስበው።

Student: yes the problem was firstly we did not write portfolio previously, so we did not have portfolio writing experience. The novelty had its own challenge, we found it difficult. Secondly, the exam schedule was one factor that distract our attention. I think these were challenges.

### Student 5

Researcher: dear learner this interview is planned to collect data about students' conceptions or understanding of writing skills. The way they usually write in English. I want to get data for a research purpose. I think you are volunteer to give me data on your writing experience. So, how you usually write? Could you tell me the way you write?

Student: ee something when I first when I try to write, first I planned..I don't know after that but I plan as I write the portfolio I planned and second teach or I draft..First when I try to write I draft freely without any you see on the draft. And second after that I improved and I write by good hand writing copy on other paper. Something I tried like that but I have lack of vocabulary because of this I ..

Researcher: how do you what are the focuses to improve the quality of your writing? What points you usually improve when you write the second or the final draft?

Student: according to me I try lack of vocabulary I mean when I am writing portfolio my paragraphs lack flow of idea because of this ...this is because by background learning because I can't write anything at past classes because of this I fear and I don't know that I haven't experience for writing portfolio because it is hard for me at this times but something I tried for future I learn from this something when I write portfolio I use I....

**በቃ አስቸገረኝ በአማርኛ አድርገልኝ ...**

Teacher: let me speak in Amharic

**Teacher : ችግር የለውም በእንግሊዝኛ ካስቸገረህ በአማርኛ ልትነግረኝ ትችላለህ ፖርትፎሊዮ ስትፅፍ ብዙ ጊዜ ያገኘኸው አዳዲስ ልምድ ካለ**

No problem, if you find communicating in English difficult, you can tell me in Amharic.. If you find new experiences while you were compiling your portfolios

አወ ያገኘሁት አዳዲስ ልምዶች አሉ። ለምሳሌ፣ ልፅፍ ስፈልግ መጀመሪያ ያለምንም ፍራቻ መጀመሪያ አዲስ ወረቀት ላይ እፅፋለሁ ማለት ነው። ከዚያ ላይ የተሻሻለውን ደግሞ በአዲስ ወረቀት ላይ የምገለብጠው ነገር ተመችቶኛል። ለምን አሁን ስፅፍ የረሳኳቸውን ነገሮች እያስታወስኩ እመጣለሁ። ሁለተኛ ላይ ደግሞ የሆነ ሴንተንሶችን እንዴት እንዲያያዙ ለማድረግ አሁን ለምሳሌ ያው ሪፈረንስ ታደርጋለህ የሆነ ነገር ስትጠቀም። ሪፈረንስ ስታደርግ ደግሞ እንዳለ አይደለም የምትወስደው ። የሆነ በራስህ ነገር የምትጨምርበት ነገር ከሱ ላይ አገኛለሁ። ...ያ በጣም እንዲያስቸግረኝ ያደረገው መጀመሪያ ክላሳችን ለምሳሌ ከመጣንበት አካባቢ አያስገድዱንም አያፅፉንም አሁን ግን ...የግድ ስለሆነ የሆነነገር ያሻሻልኩ ይመስለኛል መፃፍ ላይ። የሆኑ ወርዶች ለምሳሌ ወርዶች አጠቃቀም ላይ እቸገር ነበር። ግን አሁን ትንሽ አሻሽያለሁ ከሱ፣ እንደሚመስለኝ ማለት ነው።

Yes, I have got new experiences. For example, when I need to write without any fear or frustration I write on a new sheet of paper. After that, I find rewriting the improved version on a new sheet interesting because now I remember points that I missed while writing. On the second version, I work on sentence construction. For instance, you can use references. When you take from references, you cannot take everything directly; you can find ideas that you can use to adapt to your interest. What made writing difficult was in our previous grades from where we came from, teachers did not compel us to write. Now writing became compulsory and I expected that I improved something about my writing skills. For instance, I had difficulty in how to use words but now I think I improve my skills.

**መምህር: ፖርትፎሊዮስ ላይ ምን ኮንትሪቢዩሽን አገኘህ;**

Teacher: What kinds of contributions have you got from portfolios?

ተማሪ: አሁን ፖርትፎሊዮ ላይ ፍሪ ሆናችሁ ፃፉ የፈለጋችሁትን ፃፉ.. ስለተባለ ሳልፈራ ነው የፃፍኩት አክቲቪቲውን እየሄድኩኝ እየመረጥኩ ፅሬያለሁ። ፃፉ የተባለውን የፃፍኩት ኮፒ አላደረሁም የራሴን ነገር ሁሉ የፃፍኩበት አለ። ለምን ችግር የለውም ችግርም ካለው እኔ የታየኝን አምጥሩብ ለማድረግ ሞክራለሁ በዛው ላይ።እና እምጠየቃቸውን ጥያቄ በዛ ላይ

**ዕፌያለሁ ግን አሁንም ያስቸግረኛል። አሁንም ኢምፕሩቭ ማድረግ ያለብኝ ነገሮች እንዳሉ አስባለሁ። እሱን ግን አላጠናሁም እሱን ግን አደርጋለሁ በዚህ መንገድ ማለት ነው በግልፅ**

Student: Portfolio now we have been informed to write freely I did not afraid to write. So I select activities and write on the given activities. I write on the given issues but I did not copy. There are places where I write on my personal issues. Because I improve, what I have seen as a problem on the spot or on the draft. I write about all my questions and doubts. Still I have problems, and I know that I have to improve. I have not yet studied or worked on the problems I have, but still I improve in this way.

**መምህር: ምን ቻሌንጅ አለው ? ፖርትፎሊዮ እንደ አሰስመንት ሜተድ ወደፊት ሪክመንድ ቢደረግ መምህራን እንደዚህ ቢጠቀሙት ምን አይነት ቻሌንጅ አለው? ቻሌንጅ አለው? ወይስ ጥቅም አለው? ያንተ ስሜት እንዴት ነው?**

Teacher: Is there any challenge? Does portfolio have challenges if teachers' employ it? Or If it is recommended in the future ? What is your feeling does it have challenges or benefits?

**ተማሪ: ጥቅም አለው እውነት የራይቲንግ ስኬትን ግፋትን ለማሳደግ ያው አሪፍ ነው ፖርትፎሊዮ ለምን እንደሆነ ታውቃለህ ወደኋላ ተመልሰህ ለማጥናትም አሪፍ ነው ፖርትፎሊዮ ስትፅፍ ለፈተና ራሱ ስትፅፍ በፖርትፎሊዮ ያነበብኩበት ጊዜ ነበረ ከኔ ጋር ስለነበረ ፖርትፎሊዮ በጣም አሪፍ ነገር ነው እንደዚሁ ቢቀጥል አሪፍ ነበረ። እና እኔ ለምሳሌ ቻሌንጅ ብዩ የማስበው ሰአት አልነበረንም ለመፃፍ እሱ ነበረ ብዙ ነገር እንዳንፅፍ የከለከለን። ደግሞም እንትኑ ኤክስፔሪያንሱ አልነበረንም ብየሃለሁ። እሱ ነው እንጂ ፖርትፎሊዮ አሪፍ ነው ቢቀጠልበት ደስ የለኛል።**

Student: Really, it is useful. It is really important to improve our writing skills. You know why, it helps you revise what you have learnt previously. When I get myself ready for examinations, I found portfolio useful tool. This was because of the fact that the portfolio was with me. It is a good thing if it continues like this. As to me the challenge was shortage of time we did not have enough time. That was the bottleneck to write more. In addition, we did not have portfolio writing experience. In spite of all this portfolio is a good thing if it is to be continued.

**መምህር : እሺ ሌላ ባጠቃላይ የምትሰጠው ሃሳብ ካለህ ሃሳብህን ሰመራይዝ አድርገህ የምታቀርበው ነገር ካለ? እንዲሁ በአጠቃላይ የተሰማህ ነገር ካለ ስለአሰስመንቱ ሊሆን ይችላል።**

Teachre: If you had general ideas about portfolio assessment that You want to summarize about the assessment scheme.

**ተማሪ: አሰስመንቱ አሪፍ ነው። አሁን እንግሊዝኛ ነበር ህጎችን ግን አሁን እዚህ ስንመጣ እንግሊዝኛ ምን ያህል ጥልቅ እንደሆነ ስልህ እኛ አሁን ለምሳሌ የሆነ ነገር የሆነ ሃሳብ**

ለመረዳት እንግሊዝኛን ለመረዳት ሁለት ሦስት ወርዶች ከሴንተንስ ውስጥ የተወሰነውን ወርድ ብቻ ከወቅን ሁሉንም ወርዶች ማወቅ አይጠበቅብንም ብለን ነበር የምናስበው። ዲፕሊ ደግሞ ለመፃፍ ደግሞ ሁሉንም ወርዶች ማወቅ ይጠበቅብናል። እና ሁሉ ነበረ ደግሞ እንደዚያ የምናስበው ወርዶችን ደግሞ ዲፕሊ እንድናውቅ ያደርገናል ፖርትፎሊዮ።

Student: The assessment is very nice. Now..we understand the depth of the subject matter. In the previous experiences we focus on rules and we used to conceive that understanding some words from the sentence could be enough to understand , but now to write deeply we should know vocabularies and portfolio helps us understand words deeply.

መምህር : ብዙ ጊዜ አሁን ያሻሻልካቸው ነገሮች እዚያ ላይ መሰረታዊ የምትላቸው ነገሮች ..ከመጀመሪያው ወደ ሁለተኛው

Teacher:, basic issues that you improved frequently as you moved from the first to the second draft Student: for instance when the sentences arranged they do not keep flow of ideas. does not

ተማሪ: አወ ወደ ሁለተኛው ድራፍት አሻሽያለሁ። ለመፃፍ አሪፍ ነው።

Student: yes I improved the draft it was good for writing

መምህር: ምን ምን አሻሻልክ አሁን

Teacher: What basic issues you improved?

ተማሪ፤ አሁን ያሻሻልኩት አንድ ለምሳሌ ሴንቲንስ አራንጅ ሲደረግ ፍሎው አሽ አይዲያ አይጠብቅም።ለምሳሌ የሆነ ወርድ እዚሁ ጋር ቆሜ ምንም ሳልል ዝም ብዬ የምጨምርበት ነጥብ ሳላደርግበት የምጀምርበት ጊዜ ነበር። ደግሞ ወርዶች እዚሁ አልቀው የሆነወርድ ልበለው አልበለው ከራሴ ጋር እንትን የምልበት ጊዜ ነበር። ለመምረጥ ቃላቶቼን ለመምረጥ የምቸገርበት ጊዜ ነበር። አሁን ዝም ብለህ እዚያ ላይ ስለምትገለብጥ እየፃፍክ እያለህ ወርዶቼ ሁለተኛው ላይ ታሻሽላለህ። የሆነ ነገር ታሻሽላለህ። ሶስተኛ ደግሞ ቢሆን ይህ ነገር በጣም ይሻሻላል ብዬ አስባለሁ።

Student: now what I improved , for instance, the sentences do not keep the flow of ideas. Before I stopped and think of the words, and I get myself in dilemma. I get myself in problem to decide on the words that I can choose. Now, because you have the chance to copy again while you are writing you make changes of words freely. You improve something for the second time . If I write for the third time, I do expect better improvement on the quality of my writing. I think that way.

በጣም አመሰግናለሁ ቱንኬዩ ፎር ዩር ታይም. በጣም አመሰግናለሁ።

Teacher: thank you for your time. Thank you very much.

## APPENDIX 32

### Post intervention Experimenter Interview Transcription

Researcher: Thank you for your time in advance. Today I am going to interview about your general experience at the end of portfolio assessment you were about to finalize everything. You have collected all the works of your students.

Teacher: Ok

Researcher: have you tried to see some of the reflections students have written at the very beginning of portfolios?

Teacher: yes of course. When I see my students' experience at the very beginning of the task accomplishment, you know, they were not ready to come through this way .They were comparing with their previous experience. Students' felt that the task was tough and took much of their time. This was the first experience that I observed from my students , but when I compare ,I mean compared their experience their final experience compared to their beginning experience finally I have got students feel positive and they appreciate the portfolio assessment method. Because they feel that such assessment has helped them to improve their writing. And finally though they were you know ...arguing against the task due to different reasons like shortage of time, burden of different tasks. Finally when the students saw the portfolio tasks that they have produced they considered it as a diary, the collection of tasks that produced, and they appreciate even themselves that they have experienced for the first time through this portfolio assessment. Because at the very beginning the students perceived themselves that writing is difficult for them, but after they have been introduced to such kind of assessment unexpectedly they have got different tasks produced by themselves. And what I generalize here is that though despite the fact that the task took much of students' time, they enjoyed the portfolio assessment task, and they confirm that it does have a great impact to improve their writing skills in English.

Researcher: how about as a teacher, could you tell me your feeling after experiencing portfolio assessment. At the very outset at the very beginning when I tried to inform you about portfolio assessment, what was your feeling and finally after experiencing portfolio assessment would you compare and contrast your feelings.

Teacher: really at the very beginning as I told you my students did have a negative attitude at the beginning. As a teacher, firstly I felt that It might be time taking, but finally when I have seen and examined my students writing works ..collected writing works, as an English Writing teacher I feel happy. I know that it is time taking, I know that it makes me It gives me much more burden compared to the commonly implemented assessment method that I was employing for the last seven years or some years in the past. Now I feel happy because I have seen students' progress there. I have seen students' progress there. Students produced much more writing tasks..and as a teacher I enjoyed this method of writing ..teaching writing.

Researcher: finally may be could you summarize all your experiences' I think in terms of students, in terms of the institutional facilities, in terms of all the time all the devotion that you

have implemented? Actually, to what extent it can be possibly implemented? Actually sometimes it may be on teachers' commitment actually. We have tried to experiment , for the purpose of identifying whether it has impact or not, but as a teacher, could you summarize or generalize, to what extent it can be a potential way of assessing students' progress. Is it feasible in terms of institutional facilities, teachers' time, teachers' working condition and everything that surrounds you.

Teacher: ya I understand your point here. Actually as I told you know both students and teachers do experience you know challenges in implementing portfolio assessment, and if the institution I mean the organization stand I mean in the side of teachers and students I mean generally on the side of the department and facilities are fulfilled this assessment can help students' improve their writing skills. Nowadays, as we know, our students writing skill is deteriorating time to time. There are different challenges which attribute to the failure of students to write meaningful paragraph or essay. And, it is the reflection of our classroom practice as a teacher. So in order to improve our students' writing skills, implement such kind of appropriate methods like portfolio assessment as a teacher I feel that portfolio assessment is one of the best way to support students to write well. But, there are different problems which are associated with the organization or the institution, So, if the institution fulfill all those required resources for example the classroom setting, the number of students inside the classroom, and the period allotment given to the teacher and all these and plus the students I mean the students perception towards writing, it is a best way to help students improve their writing skills.

Researcher: thank you for your time.

Teacher: you are welcome.

Researcher: And also I appreciate your positive or your cooperation simply just to make everything fulfilled and also happened in this way. Finally, I would like to thank you again.

Teacher: you are welcome I also enjoyed the time I passed.

## APPENDIX 33

### Excerpts from Qualitative Observation Commentary (Pilot Study)

**Date: 10/05/13**

**Class Room 6323**

**Time: 2:00- 3:40**

The teacher came to class and informed students to take out the teaching material. Most of the students' had an abridge form of the teaching material. Some students even tried to use the soft copy of the teaching material using their smart phone. A few students had also taken seats together in order to share the teaching materials. The department has already set a committee with three members to adapt the teaching material by way of giving priority to issues most relevant to the students. The teacher has given explicit teaching of grammar items, he explained basic issues or rationales to use passive and active. Then the teacher explained issues about passive and active forms in different tenses. The teacher employed lecturing about the basic verb forms by using the white board and the teaching material with the students as a teaching resource. The teacher seemed comfortable and students were observed to take notes from the white board. The teacher informed the students to manage the given grammar activities in the module. Then, the teacher moved to activity 1.9. In the previous activity, the given passive verb forms were mistakenly highlighted while the committee adapted the teaching material. Students were participating in doing the class activity. The teacher and the students' managed the activity by whole class teaching. The class moved smoothly except some verb forms such as concern and develop that the teacher was enforced to explain the rationales for the appropriate forms of the verbs. One student argued with the teacher that the verb concern should be in active form.. The teacher reminded the students' about the assessment scheme, and the teacher's and students' expected roles. Students were given hints about their expected responsibilities in their attempt to compile portfolios. The teacher introduced the features of portfolio Assessment. He did not tell students the technical term "portfolio" to avoid possible misunderstanding with the students, as we agreed beforehand. The students were informed to compile their writings and submit for assessment at the end of the course. The basic elements of portfolio were introduced: The teacher has tried his best to make things clear, but the students found reflection a bit perplexing, and they do not seem familiar with reflection. The teacher has informed them to ask clarifications in case of unclear ideas about the assessment. The teacher informed the students to bring the summary of the passage they produced previously. He ended the day's lesson.

**Date: 11/05/13**

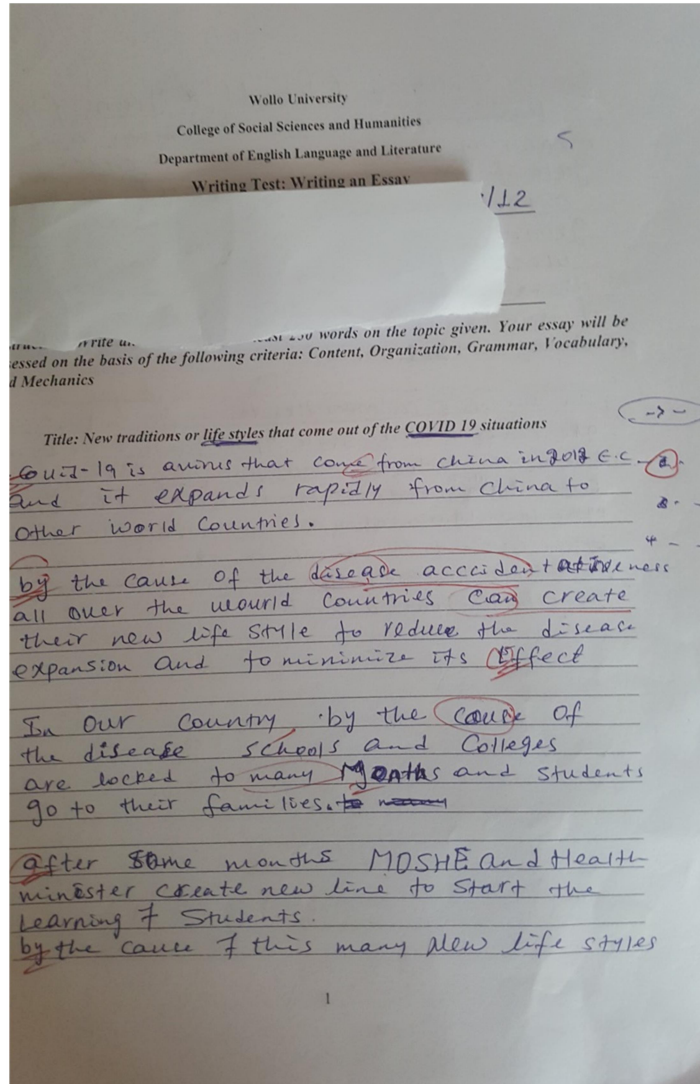
**Class Room 6323**

**Time 4:45- 5: 35**

The teacher had informed students to write a summary of the passage and make it ready for this session. Accordingly, the students came to class with copies of their summary. Most of them were ready to submit copies of their summary to the teacher. Some students' even prepared a cover page to their single page summary and some others even had already collected their works in group in order to make the collection of the assignment easy. The students' expectation was to submit their writing assignment, and it was a very tough challenge to bring the class to the teacher's expectations- *managing in class revision for five minutes*. Then, the teacher let the students' exchange their works and gave them five minutes for peer assessment. Some students did not have the courage to write comments on the esteemed assignments of their friends. The teacher, then, introduced summary writing assessment rubrics and explained the essence of the rubrics and moved around and showed the techniques of giving comments by underlining, circling, parenthesizing and writing on comments. Then students started commenting on each other, but some students still did not seem comfortable to comment on and even to show their writings to their friends. Then, after dragging the activity for ten minutes the teacher reminded the students the idea of writing portfolio and informed them to make the summary as part of the portfolio after accommodating the comments given and any other self-motivated improvements made on their summary. The teacher explained the portfolio assessment scheme clear to the students. Copies of the portfolio assessment scheme were given. The students were expected to do six writing activities selected from the module as part of the compulsory writing activities ( Activity 1.3, Activity 1.4, Activity 1.10, activity 1.15 Activity 3.10, activity 5.9. The students were told to do optional writings on the given writing prompts including other writing activities left out from the module. They were told to reflect at least three times: after summary and conclusion writing, paragraph writing and essay writing experiences. Reflection sheets were introduced and prompts about the reflections were explained. The teacher informed students to use summary writing self-assessment rubrics in their out of class endeavor to improve the quality of their writing. Students accustomed to doing writing to submit but this experience seemed to change their pre-conception of writing an assignment for direct submission.

## APPENDIX 34

### Samples from students' writings ( Pre -and Post tests - pilot study)



firstly shaking of hands <sup>with</sup> 10 year friends  
is ~~prohibited~~ <sup>prohibited</sup> for any students, ~~meas~~ and  
measuring of body temperature on the  
gate of colleges and schools <sup>the distance</sup>  
other hand, any movement on the  
ground of college and streets by  
wearing of mask and by preserving personal  
distance. In addition to this washing  
of hands repeatedly and rapidly is new for  
~~any~~ any ~~society~~ society.

. In sectors & countries like tourism <sup>foreign</sup> relation  
are changed their style by the cause of the disease  
on the other hand, eating, walking on roads <sup>with</sup> and drinking  
coffee <sup>with</sup> ~~with~~ <sup>with</sup> ~~with~~ and neighbour is ~~stopped~~ <sup>prohibited</sup> and ~~forbidden~~  
by the law. Lamination and nuptials are prohibited  
by the cause of the disease. Computer and online  
activities grow and increase as the economic and  
other institutional activities.

## Advantage of Science and Technology - frog

Science and Technology are complementary term in our life. Then Science and Technology are mandatory because they are different advantages in our country, there to thinking our ability, to develop life skills, rationalization, to maximizing life skills.

Science and Technology are to development over country and over person. so to minimize hand work production, to create new things, develop our income, changing their habit, to create rational person.

Science and Technology are many other advantages. The world, means it to be to protect (global) purity, to get work approach in the labour worker, to establish the citizens,

Those are other advantages to create artificial persons to saving time, innovation of new things, like robots, artificial intelligence, change civilization, increasing foreign policy one country to the other, inter connection of all over by using internet.

Many the main advantages of science and technology are to create new things, to be rationalize, solving any problems, minimize hand work production, the other innovation.

Science and Technology if very spread in one country means production in systematicly a short period of time, minimize poverty, solve problem to thinking, good innovation,

## The Advantage of Science and Technology

Science and Technology is the main advantage in language. It uses to learn by searching any language to communicate one users to another language. Solving of the meaning by the mother tongue language.

Science and Technology is introduce any way of life to live. Contemporary Peoples How to use Knowledge and living Mechanisms is its time. It includes all of the learning materials and subjects. It is the mechanism of any activities by using Phone, Internet, Transporting (Airplane, bus), Theater, Industry and so on.

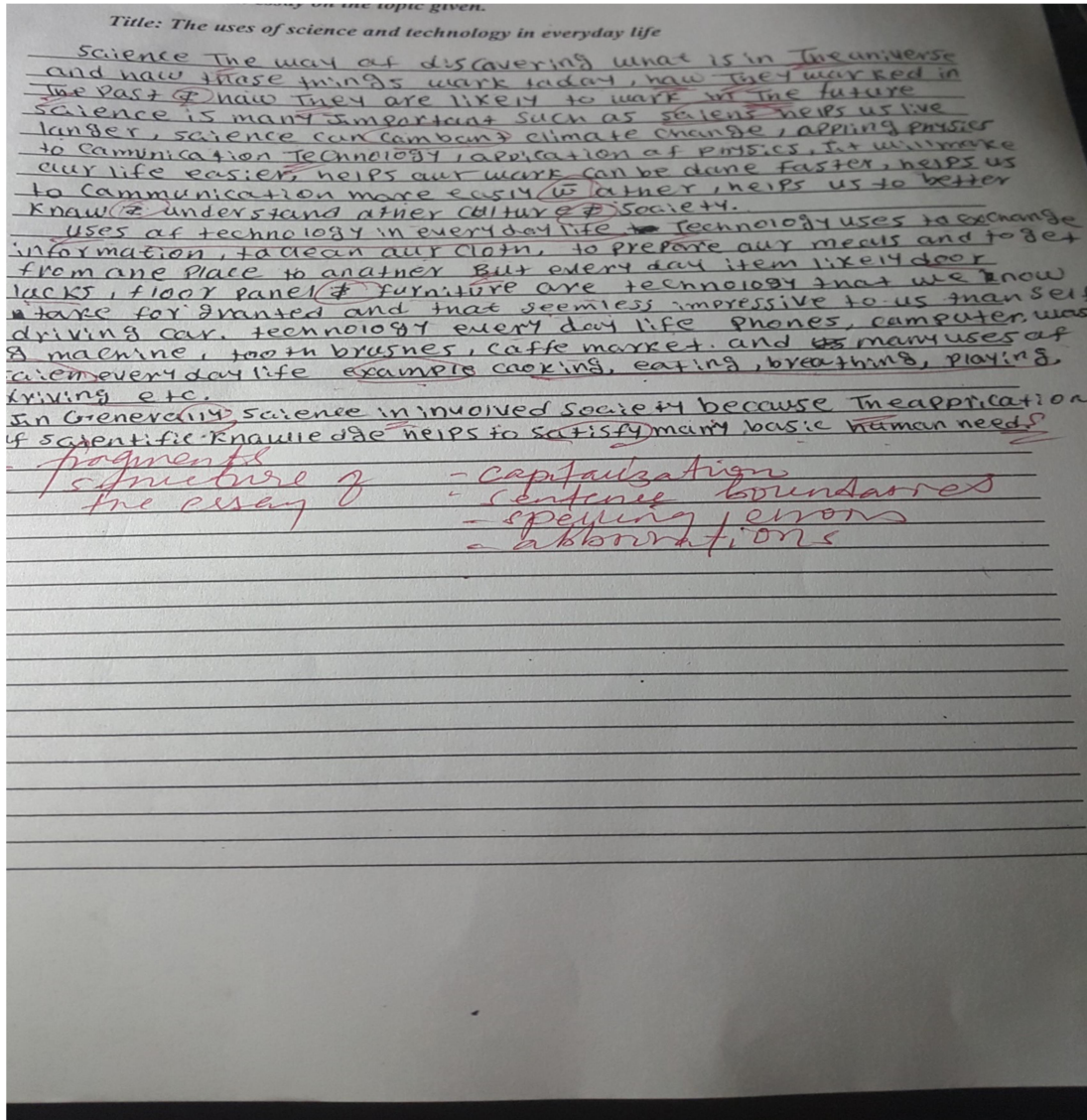
Science and Technology is to develop any activities and countries use technology. It does not develop and exists any countries doesn't change and existing one feature of living way. It is the moderate use of Material and Knowledge to full fill our wants and needs.

Science and Technology does not stop. creates to time to time and searching moderate way to use.

- Lacks adequate development  
- " clear their statements

## APPENDIX 35

### Samples from Students' Writings ( Pre and Post Tests -Main Study)



Name: Z. H. T.

Instruction: Write an essay on the topic given.

Title: Major causes and effects of car accidents in Ethiopia

The major causes and effects of car accidents in Ethiopia, it causes many problems and also spreads throughout the land because of many things. The main cause of car accident in Ethiopia the land of Ethiopia is very hill it is not comfortable for transport. In addition to that, at this time Ethiopia becomes very conflict or brawl this brawl it cause to deformation of many roads. It is difficult to transport at this road. For example when we see the road of woldiya to Raya it creates car accident because of wartime disappearance. The on the other hand driver of car it is also causes of car accident, because many peoples installed in a car over the car content it may access <sup>may</sup> car accident, so as to lack of knowledge on road traffic many traffics can not work for our country it exclusion corruption. For example the person who knows will spend it. ~~that~~ many people installed it. frag.

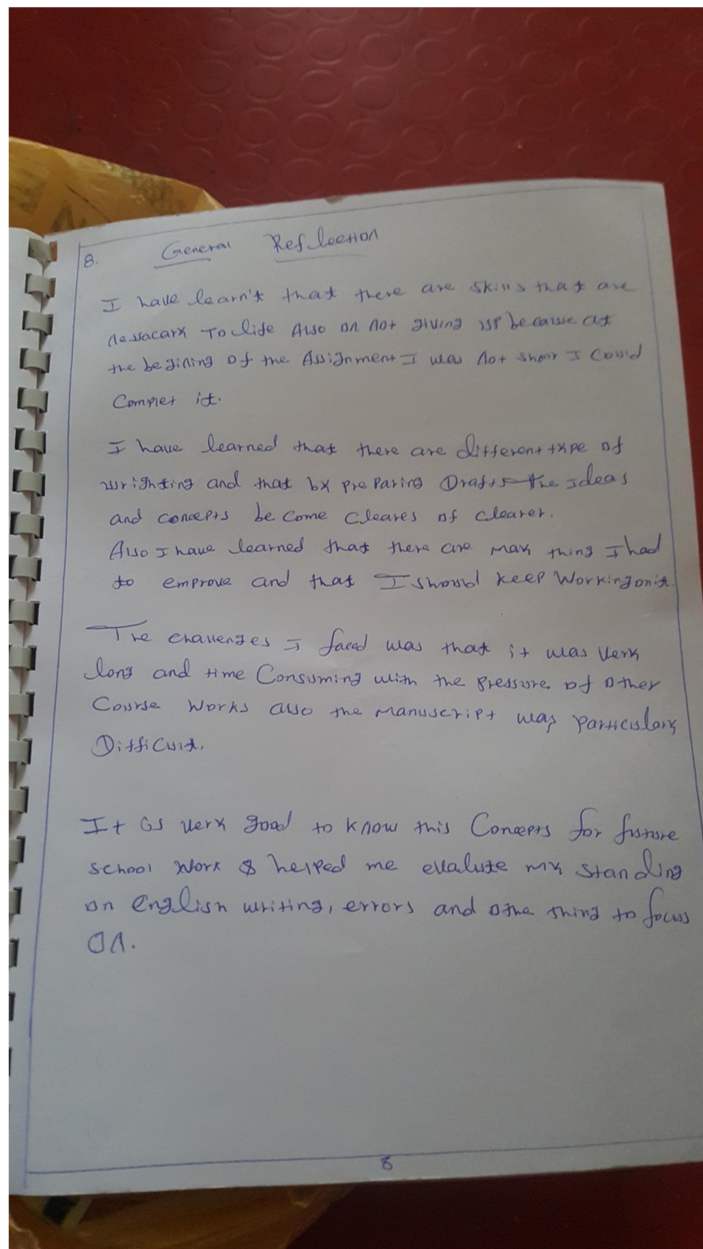
The effect of car accident in Ethiopia many people died because of accident also it creates psychological effect in our mind. In addition to that emotional reaction to auto accidents often leads to an intense fear of driving the phobia can last for week and soon.

To summarize the cause and effect of car accident, it must be reduced cause that list the above paragraph and to save human life to reduced economics by traffic to be worked for our mother land, and also driver must be worked accountability. It driver gradually no to be run to run.

- misuse of pronouns
- lay out

## Appendix 36

### Excerpts From students' Portfolios



Appendix B: Reflection sheet with prompts

Reflection sheet

1- Major difficulties or problems that I face in doing writing tasks or activities are

The major difficulties that I faced was that they took too much time to complete. Also I had to do a lot of research on the activity and they needed focus. The manuscript was special hard to do considering that there are a lot of manuscripts tasks to write and not specified how to do.

2- Important points that I have learned from the writing activities that I have completed recently

The most important point that I have learned from the writing activity is that I should work hard and that my hard work will pay off as it has done in my assignments also that there are a lot of ways to writing & that I can express ideas as a choice.

3- Has this experience shown any deficiencies in your writing skills? What are they?

This experience has shown me that there are a lot of things that I should work on to improve my writing skills - the deficiency that I need to improve my hand writing, spelling errors, the use of my punctuation marks.

4- ~~The~~ Attempts that I have made to improve the quality of my writing are

The attempt that I made to improve my writing are seen through the drafts. but specially I had to double check errors, see layout of my ideas on the first draft and I to finalize my ideas on the second draft but for some a I had to go as far as the 3rd & final draft.

5- My plan to improve my writing skills, particularly to

the subsequent writing activities in I plan to improve my hand writing by first doing draft & finalize my ideas before I do other writing activities because I have seen how beneficial it is. I also plan to use lessons on normal writing and not only activities.

### B. General Reflection

I learned a lot from portfolio assessment. First of all, I did not know the meaning of the word "Portfolio" before and I knew it when I was doing this assignment.

Based on the assessment we have been given, I was able to learn a lot of important points. Among these, I have learnt and developed my experience more about how to take out the main ideas from a given paragraph and write a short summary, how to write a conclusion, how to use grammar terms (especially about the active and passive voice), how to develop a paragraph with a given or my own topic, how to link the content of the text directly to the given topic, how to use words chronologically and convey a message to the readers, how to use words and punctuation and so on.

From the lessons it has helped me to some extent to improve and practice my grammar writing and to test my general knowledge of English and also I have seen that nothing can be difficult if you try.

However, although portfolio assessment had helped me to fill my gaps, I faced many difficulties in making this assignment. Especially, I have encountered a problem about how to write a short summary and conclusion based on the given paragraph. I had limited vocabulary and language usage to write ideas on topics. To solve these gaps, I have used notes from learning materials, online searches, watching videos, and asking friends to help me as references. In general, the assessment given from the portfolio was difficult and the time given to us was too short to do this assignment. However, standing from there I have to take a lot of time in the future to fill my gaps and update myself to this work.

Page 8

Activity 3.10

draft

causes and solutions for global warming. believe we have learned about ~~global~~ global warming since we were grade 6 students. defined global warming as the long term rising of the planet's overall temperature. I use global warming and climate change interchangeably but that isn't right. Some of the causes of global warming are rise in greenhouse gases, generating power, manufacturing goods and producing food soon.

The ways to prevent global warming of them include changing lights, driving less, recycling more, checking tires

## Activity 3.9

### Writing an essay

#### First draft

#### My first university experience

- When I came to university, it was my first time going out of my house when I mean first time and literal first time I was allowed to go out with my friends, go anywhere or go to the nearest shop to buy something. I don't know how my parents specially my father trusted and sent me 39 km away. Well, I have relatives here so I stay at their house sometimes.

- School started around June first. I came to Dessie on May 29. After being done with the registration work, school was started away, but I started a week late this because I was afraid. I hadn't met anybody at that time, even I didn't meet my friends until it was very late on my day of going class, since I didn't know anybody, I didn't know my class, so with confidence I walked and attended the class. When I walked everybody was

## Diary - 1

one day in a fresh man 1<sup>st</sup> Semester going to university  
have very frustration in nature & I am very stress at  
at time After late mid exam, I am very sad b/c  
my Rank in mid exam, not good so I am very sad After  
that adjust reading Plan.  
then I always went to Library & reading dlt books at  
that time I am reading dlt course books in library  
In near my another students I am not know that st  
and I am very stress & reading, then my phone near in the  
table but that student sit near I is steal my pho  
ne is not see. After time see my phone not in the table  
I am very terror. I am wow! but at that day After  
get my phone b/y helping another students.  
In this diary I learn protect my phone.

## Diary - 2

one day in morning Sit up sleeping & ~~in~~ in final t  
I am going to church, in church road, I access hayna  
I am very terror, and I am running fast back to my  
hayna also pursue me I am very missing but at  
that hayna, after that after few time I am going  
take exam, at that exam not good b/c I am not  
I learn this diary not go to where myself I am g  
any where together my friends apart a night join

Reflection Sheet

1. Major difficulties or problems that I face in doing writing tasks/activities  
lack of confidence, the inability to believe in  
insufficient knowledge  
Getting stuck  
plagiarism  
Awkward structure

2. Important points that I have learnt from the writing activities that I have recently  
I have learnt to organize and write  
a topic by turning ~~my~~ thoughts and op  
into clearer compositions of words and  
to know how to develop ideas and arguments

Has this experience shown any deficiencies in your writing skills? What are they?  
- many careless errors  
- mental fatigue or tiredness while writing  
- uneven writing tempo  
- inconsistent legibility in writing

Attempts that I have made to improve the quality of my writing are  
- Analyse the question  
- Define my argument  
- use evidence, reasoning and scholarship  
- write clearly  
- organise a coherent essay

My plan to improve my writing skills, particularly for the subsequent writing  
- stress clarity and specificity  
- explain thesis statement  
- discuss my idea with someone else  
- carefully read and think about what

Other points that you want to mention on the basis of your writing experience  
Determine my purpose for writing to  
organise my thoughts  
I realise that I have lack of proper c  
writing problem such as repetitive  
grammatical and punctuation errors  
meaningless expressions