

The Effect of Using PBLA on Iraqi EFL Academic Students` Learning Achievement

Dr. Elaf Riyadh Khalil

University of Baghdad - College of Education for Human Sciences

(Ibn-Rush) - English Department

dr.elafriyadh@gmail.com



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Abstract:

Assessment should give more attention on the learning achievement of the curriculum. Portfolio- based learning assessment (PBLA) is utilized in language learning materials recently .It is assessment tools to test the learners` learning for instance open-ended problem solving, and creative and critical thinking, imaginative, reflective, have the capacity to apply their information in new issues, and to express oral and composing. This paper aims to discover the impact of utilizing (PBLA) on students` performance at College of Education (Ibn –Rushd) in English Department the third stage. To fulfill the aim, a sample of the study is (64) EFL students of two groups. The study used a test and an instrument design .The test group utilize the (PBLA),the other group utilize

traditional way. After the calculated the posttest of both groups connoted that the positive PBLA effect on learners` achievement. After that, survey has administered to test group. The findings showed utilizing of the (PBLA) had good effect of students' learning achievement. Setting up conclusion, suggestions and recommendation.

Keywords: Portfolio- based learning assessment, open –ended problem solving, self- reflection

اثر استخدام اسلوب PBLA في تحصيل الطلبة العراقيين دارسي اللغة الانكليزية لغة اجنبية

د. ايلاف رياض خليل

جامعة بغداد/ كلية التربية ابن رشد للعلوم الانسانية /قسم اللغة الانكليزية

ايميل: dr.elafriyadh@gmail.com

المخلص :

يتعلق البحث الحالي بمدى تأثير استخدام أسلوب الـ (PBLA) ، وهو تقييم التعليم المبني على المحفظة . ويجب أن تعطي أهمية كبيرة لتحصيل المناهج التعليمية للطلاب ، فأسلوب (PBLA) يمكن استخدامه في تعلم مواد اللغة وهو أداة تعليم الاختبار تعلم المتعلمين ومثال على ذلك حل المشاكل غير المنتهية ، وفي تفكير الناقد الابداعي ومن هذه التقنية القدرة على تطبيق المعلومات لقضايا جديدة عن طريق التعبير الشفوي والتحريري . تهدف الدراسة الحالية الى اكتشاف مدى تأثير استخدام أسلوب (PBLA) في أداء الطلاب في كلية التربية ابن رشد للعلوم الانسانية /قسم اللغة الإنكليزية /المرحلة الثالثة ومن أجل تحقيق هذا الهدف فقد اختيرت عينة مكونة من 64 طالبا ، وقسمت هذه العينة الى مجموعتين واستخدمت الدراسة اختبارا وأداة تصميم مجموعة الاختبار استخدام اسلوب (PBLA) ، والمجموعة الاخرى استخدمت الطريقة التقليدية وبعد حساب الاختبار البعدي للمجموعتين اظهرت النتائج ان استخدام هذا الاسلوب له تأثير جيد في تحصيل الطلبة وانتهت الدراسة بالاستنتاجات والمقترحات والتوصيات . الكلمات المفتاحية : انعكاس الذاتي، تقييم التعليم المبني على المحفظة ، حل المشاكل غير المنتهي

1. Introduction

1.1 The Problem and its Significance

The process of learning will focus on how the successful implementation of Portfolio assessment can enhance students learning nowadays, the utilized new kind to improve means of the main and benefit instrument in learning. The relationships and interaction between learners and instructors appear as a social cooperation in and out Classrooms to facilitate the learning processes of the classroom. (Birjandi, et al., 2000:85)

The problem of instructing and assessment is that the learners didn't depend on themselves to learning target language ,they do as the teacher says to them ,the activities ,tasks and homework whereas in the PBLA ,the students will become more self-dependent /autonomous on themselves in learning ,they collect the materials, select ,then they used to do the higher thinking skills: create an critical thinking and then the self-assessment.

Miller(1990:89) distinguishes four dimensions at which students should be evaluated: "knows"— truthful review of learning; "knows how"— use of information; "indicates how"— a reenacted examination circumstance where ability is surveyed; and "does"— appraisal of execution in a genuine setting.

The whole process compelling reason to remember, create, discover ,and other higher order of thinking skills.In remembrance ,the students face more difficulty during the test. Classroom climate is inflexible between tester with students , they can't discuss students' issues that much. The regular techniques for appraisal generally can't include the students during the time spent picking up, educating, and evaluation on the grounds that there is no immediate or circuitous association between them. The students are educated and after that left in detachment. Consequently as well as can be expected be PBLA appraisal. PBLA allows the students independence progressively decisive , free masterminds. At the point when students can't do unreservedly in the test and are constrained, instructing and testing can be under inquiry.

What is critical is that the two educators and students get engaged with instructing and learning for quite a while. A portfolio can be connected among students and the instructor and among educator and the guardians. While traditional assessment can't be effectively include the students during the time spent assessment, a vital component of PBLA is that it ought to effectively include the students during the time spent assessment. Birjandi, Bagheridoust, and Mossalanejad (2000:89) the test that PBLA are an incredible method of assessment for the classroom not of the classroom. They can make self-governing students and make the students autonomous.

The current research investigates the effect of utilizing PBLA on Iraqi EFL Academic Students` Learning Achievement on how using portfolio assessment can improve English language learning, how it can improve non active class into more fostering one, and how it can create autonomous and self-dependent students, the present question proposed: Is there any an impact of using PBLA on Iraqi EFL Academic Students` Learning Achievement?

1.2 Aim

The current research aims at finding out the impact of utilizing PBLA on Iraqi EFL Academic Students` Learning Achievement.

1.3 The Hypothesis

It is hypothesized that there is no effect of using PBLA on Iraqi EFL Academic Students` Learning Achievement.

1.4 Limits

1. The research is limited on 3rd year students of the English department at college of Education (Ibn –Rushd).
2. ELT Methods of teaching textbook for the third year morning studies.
3. Academic year 2018-2019.

2. Theoretical Background

2.1. Portfolio- Based Learning Assessment

Portfolio assessment is set up by an understudy under control instructors ,could be interestingly conceived understudy by themselves. It might likewise include, assessments, and grades. (Al-Shehri, 1995:205) It is essential to survey the students' accomplishment as an individual or in a gathering amid the learning procedure as opposed to assessment with traditional ways. PBLA is elective assessment process to watch students' advancements and survey their exhibitions amid learning process. In addition, PBLA is appraisal instrument dependent on modern instructional way, for example, constructionist- based hypothesis, numerous insights hypothesis and mind instruction hypothesis. PBLA : portfolio-based learning assessment is making an appraisal diagram, a matrix that networks educational programs results with educational curriculum content, is a standout the most ideal approaches to guarantee to whole materials to present them in appropriate results .(Crossley, 2002:90)

PBLA empowers students to reflect their very own learning, to see the weak / strong of learning development in instructional process, motivating learners to use self-reflection, autonomous in studying material. PBLA enable social occasion information from different resources, for instance, learners' parents, friends, and tutorials, it supplies teachers with reliable development about learners.It is vital device students' assessment items in learning procedure. Distinctive hypothetical and material explores demonstrate PBLA is utilized for developing learners and teacher interactions. (Birgin, 2007:67; Ersoy, 2006:98)

2.1.2. Implement Portfolio Based Learning Assessment

Miller (1990:86) distinguishes four dimensions of the students should be surveyed: "knows" - authentic review of information; "knows how"— utilization of learning; "indicates that "-reproduced Assessment circumstance that skill has evaluated; and "do"— appraisal in execution of genuine enviroment. PBLA gives appraisal structure that can possibly survey the competitor at the dimension of "does. 'Portfolio appraisal

has five phases: Collection of PBLA learners' results; Reflection on learning; Evaluation of proof; Expressing of proof; and examination choice.

1. Collection PBLA of Learning Achievement

The understudy gathers the learning results during his or her everyday learning exercises, connection with students. Understudy believes that helped her or him accomplish the educational modules. PBLA propose constrained the level in architect's imagination." classes data incorporated into the expositions, composed ventures , assessments execution (mentor , agendas, tolerant assessments) ,tapes of communications with friends records.(Davis,2003:256)

Quite a bit the learners presented the subject to stamp and input through PBLA duration process. A wide construct of PBLA expected to achieve institutionalize materials goal . Making equal among construct appropriate subject with understudy choice PBLA substance uniqueness , innovativeness of the applicant. " fitting evaluation yet abstain -organizing, will in general recognition the estimation." (Schuwirth et.al., 2002:90)

2. Reflection on learning – Reflection, as indicated by a model created by Schon(2003,78) is "returning to an affair after the occasion, so as to remove the standards and viably 'bank' these for sometime later." This is "reflection on activity." The reflection process ought to be coordinated to advance learning, individual and expert improvement, and improvement of training. With regards to portfolio evaluation, reflection must answer four inquiries identifying with a learning knowledge: What did I learn? What do regardless I have to learn? What assets did I use for further learning? Also, what further learning was accomplished?

3. Assessment the work – understudy presents work, teachers assess nature proof consisting. Teachers score understudy's accomplishment of the learning results according fating scale, tied down exact, explicit describing of scheme. evaluating scheme assist teacher to assess the student easily in PBLA.

Testing proof gives criticism for teachers, learners and design planners. Teachers are breaking down information execution PBLA, discovers fruitful instructing/preparing that required to development. Consequently, the basic of students realize how to decipher the assessors' appraisals. Including students in structuring the rating scales. Profiling students' advancement toward the learning results after some time will encourage this criticism procedure. (Schuwirth et.al., 2002:97)

4. Expressing of proof – in this step assessors meet possibility for testing accomplishment development results. Inspectors are utilizing meeting for affirming , discrediting students choices with respect to hopeful's qualities , shortcomings as far as results that assessed step 3.

5. Assessment Decision –PBLA , scoring scheme is concurred to instructors before instructing . The difference with respect to the standard of understudy execution is settled by talk between the analysts after the understudy meet. Basically, the assessment choice is taken by agreement among the analysts.

The portfolio exhibits the understudy's advancement toward accomplishment of educational modules results after some time. Portfolio assessment is hence a progressing procedure , graphing understudy advance toward the normal standard in each leave learning result. For every contender to profit by such continuous appraisal, PBLA manager standard survey classes, talk about evaluations understudy, screen understudy's advancement to educational achievement.

2.1.3 Benefits of PBLA as a Method of Learning and Assessment

Portfolio Based learning assessment has numerous advantages for instructor, parents and students. Making utilization of portfolios effectively to a great extent relies upon utilizing their motivation appropriately. A considerable lot of hypothetical and exact examinations in the writing were accounted for prevalence of portfolio assessment over customary evaluation devices in training (Baki and Birgin, 2004:67; Birgin, 2003:56; Birgin, 2006:89; Ersoy, 2006:77; Klenowski, 2000:901) Since it gives visual and dynamic evidences about students' interests, their abilities, solid sides, victories and advancement in a specific timeframe, portfolio which is the deliberate gathering of the understudy's investigations helps surveying students all in all (Baki and Birgin, 2004:67). Portfolio is solid gadgets that assistance students to pick up the essential capacities, for example, self-evaluation, basic reasoning and observing one's own adapting Furthermore, portfolio give pre-administration educator surveying their own learning and development, and help them end up self-coordinated and intelligent experts, and contribute them the individual and expert advancements (Birgin, 2007:90). Some of them are presented as follows:

- 1.Portfolio gives various methods for evaluating students' learning after some time .
- 2.It accommodates a more sensible assessment of scholarly substance than pencil-and paper tests.
- 3.It permits students, parent, instructor and staff to assess the students' quality and shortcoming.
- 4.It gives various chances to perception and appraisal .
6. It gives a chance to students to show his/her qualities just as shortcoming.

7. It urges students to build up certain capacities expected to end up autonomous, self-coordinated students .
8. It additionally enables guardians to consider themselves to be accomplices in the learning procedure.
9. It enables students to convey what needs be serenely and to survey their very own learning and development as students.
10. It urges students to consider imaginative approaches to share what they are realizing .
11. It builds backing to students from their parents and improves correspondence among instructors, students and guardians.
12. It urge instructors to change their instructional practice and it is a ground-breaking approach to connect educational programs and guidance with assessment.

In sum, PBLA gives increasingly real and substantial assessment of students' accomplishment and exhaustive perspectives on students' exhibitions in settings, and urges students to create autonomous and self-coordinated students, and improves correspondence among educator, understudy and guardians. It can give chances to students to show his/her shortcoming and qualities and for instructors to coordinate their educating. It additionally can urge students to assume reliability for their own learning, and upgrade understudy educator correspondence. Also, portfolio appraisal can possibly show students' learning procedure and inclining item after some time. Therefore, portfolio gives definite data about students' improvement in learning procedure to instructor, guardians and students themselves.(Holton&Clark,2006:66)

3. Procedures

3.1 Type of Experimental Design

The type of current research is nonrandomized pretest –posttest design is to investigate the hypothesis of the research. Two sections A, B are chosen randomly (A) as experimental and (B) as control groups, and after that they were leveled in numerous variable those would impact the outcome.

Table (2) the Experimental Design

The Groups	Independent Variable	Dependent Variable
Experimental	Using PBLA	Students Learning Achievement
Control	Conventional Assessment	

3.2. Population and Sample

The population of the research is (128) represented by third year college of Education (Ibn- Rushd) in English department Morning studies, The total number of the sample is (64) chosen randomly, section (A) as the control group and section group (B) as the experimental group.

Table (3) the Study Sample

Group	Section	No. of Subjects
CG	A	32
EG	B	32
Total		64

3.3 Equalization

To know if the experimental and control groups are identical and homogenous before conducting the study. The equalized of the two groups are according in all variables: the academic level of the mother, the academic level of the father, students` age and pretest results, and the table (4) for the t - test statistics of equalization between the two groups in pre - test variables.

Table (4) The T - test Statistics of Equalization between the two Groups in Pre - Test Variables.

Groups	N	M	SD	DF	T-Test		Level of Sign. at 0.05
					Computed	Critical	
CG	32	6.18	0.34	62	0.86	2.07	Not Significant
EG	32	6.06	0.26				

By applying two independent samples t- test formula, it is shown that there is no statistical significant differences between two groups at 0.05 level of significance.

3.4. Instrument

The instrument utilized in this work was achievement test (four questions) for asking collecting, selecting, analytic and creative questions; which was administered to both groups (experimental and control) before and after the experiment to decide if there was any advancement in the scores of the members after the analysis.

Validity is how much the achievement can be accurately clarified and successfully generalized (Brown, 2004:241). A test is valid when it measures what it ought to measure. Face validity of the test has been proved by exposing them to a jury of specialists in the fields of ELT.

Reliability is the “how much the test scores are reliable or generally free from arbitrary mistakes of estimation.” Pitts, Coles, and Thomas, (2001:267). In other words, reliability is a measure of the reproducibility of the test. Reproducibility must be consistent some time and over examiners. The test stability was calculated through Spearman formula ($r = 0.80$).

The aim of the pilot study is to determine the difficulty level and item discrimination power of the test items. In other words, level of difficulty has to do with an item is easy or difficult (Erford, 2013:89). With respect to the thing trouble investigation of the test, it has been discovered that the difficulty level is acceptable.

It means the degree at which the test question discriminates between students with more and little achievement (Gronlund, 1971:259). DP alludes to a proportion of the degree to which a thing separates the more capable or great testees from the less able or poor testees. With respect to the item discrimination analysis of the test, it has been discovered that the difficulty level is acceptable.

Table (5)
Items Difficulty and Items Discrimination Power of the Achievement Test

No. of Question	Difficulty Level	Discrimination Power
1	0.44	0.62
2	0.43	0.65
3	0.51	0.51
4	0.54	0.58

3.5 The Process of the Experimental Work

The experimental period starts at the first course of the academic year (2018-2019). The whole duration is (15) weeks, two hours for each week. Before the test began, the members (both experimental and control groups) were distributed the achievement test as a pre-test. The exam was set into both sessions in similar duration, environment, and condition. The test kept going 15 weeks (two sessions per week). A similar composition assignments of the course book were given to both exploratory and control groups. The two groups were instructed by a similar instructor; the test amass got the treatment (PBLA). Every understudy of the trial bunch furnished with two organizers with plastic sacks inside. The students would keep the composition assignments distinctive exercises like: PowerPoint, recording voices in a single envelope (gathering portfolio); the returned bits of composing chose for the portfolio would be placed in the other organizer (grandstand portfolio) as per the portfolio substance.

The implementation of the (PBLA) in three steps: collection, selection, and reflection. The students (experimental group) collected and submitted thirty two completed drafts of composing assignments together with early drafts that were drawn from the students' course reading and created in class work all through the term and place them in file (collection portfolio).

Subsequent to finishing the foreordained composition assignments, the students were directed to choose and pick their best and top choice (a variety of writing styles) something like five bits of writing to assemble a portfolio for final assessment.

Determination of things had been made relying on the reason for the PBLA. Students were separated in groups as editors of one another's work.

4. Results, Conclusions, Recommendations for Further

4.1 Results

4.1.1 Data Analysis

To discover the impact of the effect of utilizing PBLA on Iraqi EFL Academic Students' Learning Achievement, the accompanying theory is examining: there are no measurably noteworthy contrasts between the mean score of control gathering and the mean score of test one' in students' Learning Achievement. So as to accomplish the point, posttest has been regulated and exhibited to the example of the students (32) in each group. By utilizing two independent – tests t-test the achievement are observed to be as appeared table (6), that the mean score of the experiment group is(17.22) which is higher than control (16.12) , the SD in the experimental group is (3.06) though in charge amass is(2.36), for the critical t-test value which is (4.74) higher than tabulated t-test value(3.71) ,at level of significant. of (0.05) ,at the degree of freedom (62).This indicates that there are statistically significant differences in SSs between two groups. Accordingly, the null hypothesis is rejected. As shown in table (6).

Table (6)
The Results of the Two Independent Samples T- Test between
(Control/Experimental Groups)

Groups	No. of Students	Mean	S.D.	Df	T-test		Level of Significance 0.05
					Computed T-Valued	Tabulated T-value	
Exp.	32	17.22	3.06	62			Significant
CG	32	16.12	2.36	62	4.74	3.71	

Last advance was to ask the students in the experimental group to answer the questionnaire . Each of the 32 students in the experimental group detailed that they keen on utilizing the portfolio in their task and furthermore portfolio propelled them in English. Just 4 out of the 32 students expressed that they were not ready to improve their English because of utilizing portfolio framework. Every one of the students in the experimental group referenced that utilizing portfolio appraisal caused to have a decent association with the educator. Also, they trusted that they were fruitful in utilizing portfolio and were roused to get familiar with English.

4.1.2 Discussion

The results demonstrate that there is a powerful connection between utilizing PBLA and learning English language in college learners. The performance of the students on the accomplishment posttest means that the Experimental (PBLA) group showed improvement over the Control (non-PBLA) assemble on the way toward utilizing learning. Pearson connection coefficient uncovered that there was a measurably critical relationship at $p < 0.05$ between the members' (experiment group) implies scores in the PBLA and their methods scores of the posttest. In this manner, there is a connection

between the members' test scores and their PBLA reviewing. This implies utilizing PBLA alongside the Test expanded the members' possibility of accomplishment as they were persuaded and urged to perform well in the accomplishment Test.

It was something discrete and unique in relation to common classroom life exercises and it tried students' capacities to review and repeat explicit information, lower-level aptitudes, and ideas, as opposed to their capacity to create and apply learning, huge abnormal state abilities, and ideas to real circumstances.

It is worth to make reference to that the consequence of the present investigation is in congruity with what portfolio defenders (Kowalewski, et al., 2002) proposed that such procedure of appraisal spurs EFL students to learn and improve their execution. They noticed that students were OK with the portfolio evaluation methods since they got steady criticism and could consider the remarks cautiously as they would furnish them with proposals for development.

Toward the finish of the examination the survey was given to members in PBLA gathering (test). The appropriate responses demonstrate that after the investigation and utilizing PBLA the students are intrigued, created, associated with the way toward learning and testing more than the past. As the students replied, they improved their English language subsequent to utilizing PBLA. Also; the capacities of the students in changing the expressions of the course reading to another structure, making new sentences, perusing exceptionally quick demonstrate the viability of the PBLA.

4.2. Conclusions

Using PBLA is assessment that used to help students ongoing learning process towards different goals. This done through collecting, selecting, reflecting, and self-assessing. Which can be utilized as a developmental continuous procedure giving input to students as they advance toward an objective? This, additionally, gives the students chances to survey themselves routinely and adapt persistently. Utilizing portfolio evaluation system gives a connection between the instructor and the guardians. The instructor utilizes portfolios to break down understudy development and utilize the data for basic leadership with respect to future guidance.

At the point when students' capacities are estimated longitudinally they have enough time to think, to choose, to do distinctive things and there is no weight on them. When educating and assessing will get a typical arrangement of objectives, assessment can bode well and can be utilized for instructing. Really great assessment is a point of convergence of good guidance. Both educating and testing need to reflect objectives for students; evaluation estimates essential classroom goals. It underpins and shows instructional improvement. Portfolio assessment can improve the students' chances to accomplish more and be dependable in the classroom as well as in the general public.

4.3 Recommendations

1. For reflective learning, students require great attention of real assessment, continuous criticism, fostering understudy's needs. Giving students the structure and abilities for friend and self-assessment.
2. Alternatives assessment advances metacognition in students. It builds up a higher reasoning ability. Offering students to the best open door for creating further familiarity with how and what they realize.
3. The PBLA is fostering higher order thinking skills by giving the learners the best ways for improving knowledge.
4. Fostering instructors professional development by training them in creative workshops for preparing on the best ways for utilizing portfolio process of learning , its reasonable goals, features, application and accumulation.
5. The results of the present study appears that students' assessment can be more active than traditional pencil-paper testing. Students often involved more effectively with their partners and peers. The PBLA gives feedback on students' progress across time to develop their work and performance.

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