
Utilizing Electronic Portfolios to Develop Language Preparatory Stage Students' EFL Reflective Writing

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The current study aimed at developing the Language Preparatory Stage Students' EFL Reflective Writing using Electronic Portfolios. The study adopted the quasi- experimental design. The participants of the research were sixty third year language preparatory school students. They were selected from Future Leaders' Language School in the school year 2023-2024: (30 students for the control group and 30 students for the experimental group). The researcher designed a checklist, pre-post Reflective Writing Test and a Rubric. The experimental group was taught using Electronic Portfolios, whereas the control group was taught via (through) the regular way. The obtained data were analyzed using the Statistics Package for Social science (SPSS Ver

26). The study results revealed that there was a statistically significant difference at (0.5) between the mean scores of the experimental group in the pre-post administration favoring the post administration. Moreover, it could be conducted that Electronic Portfolios were effective in developing Reflective Writing skills. The researcher attempted to control some variables to make sure that both experimental and control groups were equal. These variables were: Grade: all the students were in the third year language preparatory school. Academic level: they have been learning English as a foreign language for nine years. Level of achievement in reflective writing: there was no statistically significant difference between the two groups on the pre- reflective writing test.

Key words: Reflective Writing skills Electronic Portfolios
EFL Preparatory Stage Egypt

**استخدام ملفات الإنجاز الإلكترونية في تنمية الكتابة التأملية باللغة الإنجليزية كلفة أجنبية وخفض
القلق لدى طلاب المرحلة الإعدادية في مدارس اللغات**

الملخص :

هدفت الدراسة الحالية إلى تنمية الكتابة التأملية باللغة الإنجليزية كلفة أجنبية لدى طالب المرحلة لدى طلاب المرحلة الإعدادية في مدارس اللغات باستخدام ملفات الإنجاز الإلكترونية. طبقت الدراسة الحالية على عينة طلاب الصف الثالث الإعدادي لغات تم اختيارهم من مدرسة قادة المستقبل للغات للعام الدراسي ٢٠٢٣ - ٢٠٢٤ طالباً للمجموعة تتكون العينة من مجموعة من الطلاب عددهم ستون طالباً وتم تقسيمهم إلى مجموعتين (٣٠ طالباً للمجموعة الضابطة ودرست بالطريقة التقليدية و٣٠ طالباً للمجموعة التجريبية ودرست وفقاً لملفات الإنجاز الإلكترونية) الضابطة .

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طهران - نوبتیه (مجلس اللغة والفنون) المجلد ٤٠ (العدد ١٤٥) الجزء الرابع ٢٠٢٥

قامت الباحثة بتصميم اختبار لقياس مهارات الكتابة التأملية باللغة الإنجليزية وتم تطبيقه على كلا من المجموعتين قبلية وبعديا للوصول إلي مدي دلالة الفروق بين متوسطات الدرجات للمجموعتين الضابطة والتجريبية ، مفتاح تصحيح لكلا من الإختبارين . تم تدريس المجموعة التجريبية باستخدام ملفات الإنجاز الإلكترونية بينما تم تدريس المجموعة الضابطة باستخدام الطريقة العادية. تم تحليل البيانات التي تم الحصول (الإصدار ٢٦). SPSS عليها باستخدام المجموعة الإحصائية للعلوم الإجتماعية أوضحت نتائج الدراسة وجود فروق ذات دالة إحصائية (٠.٥) بين متوسطات درجات المجموعة التجريبية لصالح الإختبار البعدي عن أقرانهم من المجموعة الضابطة. مما تبين فاعلية استخدام ملفات الإنجاز الإلكترونية في تنمية الكتابة التأملية باللغة الإنجليزية كلغة أجنبية. حاولت الباحثة ضبط بعض المتغيرات للتأكد من تساوي المجموعتين التجريبية والضابطة هذه المتغيرات هي: الصف: كان جميع الطلاب في الصف الثالث الإعدادي لغات.- المستوى الأكاديمي: يتعلمون اللغة الإنجليزية كلغة أجنبية منذ تسع سنوات. تنمية الكتابة التأملية: لم يكن هناك فرق ذو دلالة إحصائية بين المجموعتين في الإختبار القبلي.-

الكلمات المفتاحية : الكتابة التأملية ، ملفات الإنجاز الإلكترونية ، اللغة الإنجليزية.

1 Introduction

In real – life communication, people use a variety of language skills, Listening, Speaking, Reading and writing. When people learn their native language, they usually listen first, then speak; after that they learn to read, and finally to write. These are called the four language skills. Comprehending a message comprises listening and reading skills which are named as receptive skills. Responding to the message requires speaking and

writing skills, they are called productive skills. Therefore, to learn a language to use it for communication, learners have to deal with the four basic language skills.

Reflective writing is an effective learning technique that enables students to learn while they are writing. According to Graham (2003), reflective writing helps students develop confidence, competence in their writing and perceive themselves as writers. It can offer means to enlighten learners thinking habits, and to engage with their instructors in meaningful dialogue where both can examine their thinking patterns and reflect on them. In reflective practice assessment, educators analyze what was taught, how it was taught and how it might be improved or changed to not only improve the acquisition of learning outcomes but also to improve students' experience of learning [Mathew P, Mathew P, Peechattu PJ. 2017].

Jennifer Moon has defined reflection as: "A form of mental processing – a form of thinking – that we use to fulfill a purpose or to achieve some anticipated outcome. It is applied to relatively complicated or unstructured ideas for which there is no obvious solution". (Moon, 1999a: 23; Moon, 1999b: 10). The ability to reflect has been associated with the higher levels of learning in a number of taxonomies of learning objectives. Bloom's taxonomy (1956) places the process of reflection resulting in evaluation and critique as the highest educational objective. John Biggs refers to the SOLO taxonomy (Biggs and Collis, 1982) which 'provides a systematic way of describing how a learner's performance grows in complexity when mastering academic tasks' (Biggs, 1999, 37).

Performance of the students in their reflective writing is evaluated in the comprehension of the task given. They can write

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based on their choice topic. They are guided properly on the details of their writing, however; their comprehension level is measured on the text analysis and thorough details of their reflection. Comprehension is based on their analysis and discussion of the topic (Pyle, et. al., 2017).

Reflective writing performance can be evaluated through the following:

1. Students are responsible for identifying the key points of their topic that can explain details of the assignment. It is important to consider knowledge in this factor so that proper key points have a better picture in the assignment task (Eriksson, and Mäkitalo, 2015).
1. 2.The language proficiency of the task deals with the mechanics of the task like grammar, vocabulary, correct usage, free from errors, structure, unity and clarity, and cohesiveness. Proper language must be reflected in the task (Sharif, and Zainuddin, 2017).
2. Organization of the task requires accuracy in the assignment format, there must be a good impact in the different parts of the assignment like the introduction, body, and conclusion. It must be written and well-defined based on the format (Kahneman, and Henik, 2017).
3. Reliability is the ability of the students to write a reliable source based on the topic and task provide a better skills for them to support the task through proper use of word, vocabulary, grammar, coherence, clarity and correct collaboration of the task. The best tool in writing is the reflection of the students that shows reliability and validation

on the task (Moniz, Arntfield, Miller, Lingard, Watling, and Regehr, 2015).

A list of outcomes from reflective writing was produced based on Moon (2005). This includes the following:

- . academic learning;
- . non-academic learning;
- . recognition of the need for self-development;
- . actual self-development;
- . critical review;
- . own processes of mental functioning;
- . decision making; and

- . emancipation and empowerment.

Electronic portfolio or E-portfolio is widely applied in English teachings as an alternative medium of assessment instead of traditional techniques. It is utilized to assess learners' progressive development within the learning process to exhibit their effort, achievements and limitations in English acquisition (Arter and Spandel, 1992).

Hence, teachers can assess learners' performance and other untestable elements in their study of the course. Since the writing process is not considered linear, by keeping track of what students have done and giving them the opportunity to reflect on the progress they have made, portfolios are useful tools to help them develop good writing skills, as well as good planning strategies. Now that technology provides great opportunities for online writing, e-portfolios can eventually be integrated into foreign language teaching curricula (Zhu & Bue, 2009).

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As a technological innovation rather than conceptual, e-portfolios have six major functions according to Lorenzo and Ittelson (2005). They are used to: “1) plan educational programs, 2) document knowledge, skills, abilities and learning, 3) track development within a program, 4) find a job, 5) evaluate a course, 6) monitor and evaluate performance” (p. 2). Many schools are developing or using school-wide e-portfolio systems and currently, it is forecast that most schools will do the same in the future since e-portfolios are considered as “the biggest thing in technology innovation on campus and they are known to have a greater potential to alter higher education at its very core than any other technology application we’ve known thus far” (Batson, 2002, p. 14).

Alagha (2004) stated that we can teach writing through the following approaches : "Cooperative Learning Approaches , Problem Solving , Mastering Learning , Portfolios Approaches , Writing Reading Integrated Approach. Similarly, this research agreed with many previous studies that confirmed the importance of e-portfolio in developing the writing skills just like, (Aydin, 2010), (caner , 2010), and (cheng, 2006) .

The reflective practice of maintaining e-portfolios allows peers to gain insight and knowledge from one another—making it a shared experience [John Wiley & Sons; 2010 Oct 7]. Reflective practice allows individual students to review their documented processes in the e-portfolio and make judgments about their own work, facilitating the nurturing of their own identities and the development of metacognition.

Mansvelder-Longayroux et al. (2007) argued that through reflective writing in portfolios, students can review their learning experiences and compare them with current learning experiences. This way enables students to generate deep thinking or critical behaviour. Deep thinking can facilitate students' regulations of learning behavior. In their study, Cheng and Chau (2013) revealed that higher-order cognitive skills, meta-cognitive control strategies and collaborative learning strategies were positively correlated with the e-portfolio achievement.

Context of the Problem

The problem of the present research is emphasized through the following ways:

- a) Working as an EFL teacher, the researcher observed a poor performance in reflective writing skills among Language Preparatory Stage Students.
- b) Reviewing the previous studies that tackled reflective writing skills (Shum et al., Teama, 2019 ; Abdel-Wahab , 2020; Khalil , 2021). These studies revealed that there was a profound weakness in the EFL reflective writing skills among students.

The problem of the current study could be stated in the poor performance of the third year Language Preparatory Stage Students in EFL reflective writing. The researcher proposed an electronic portfolio. This may develop EFL reflective writing skills of third year Language Preparatory Stage Students.

Questions of the study

In regards to the aforementioned situation, the study attempts to answer the following main research question:

What is the effect of an electronic portfolio on developing Language Preparatory Stage students' EFL reflective writing?

This research question can be divided into the following sub-questions:

1. What are the reflective writing skills required for the EFL third year Language Preparatory Stage Students?
2. To what extent do third -year Language Preparatory Stage Students successfully perform these skills?
3. What are the features of the electronic portfolio that may develop the Language Preparatory Stage Students' reflective writing skills?

Aim of the study

This study aims at making use of electronic portfolio strategy to enhance EFL reflective writing skills of Language Preparatory Stage Students.

Significance of the study

Hopefully, the study would be significant for:

- 1- Students as it may - improve their EFL reflective writing skills.

2- Teachers: It may provide them with guidelines for using electronic portfolio to enhance students' reflective writing skills.

3- Supervisors: It may use this program to set training courses for EFL teachers.

4- Curriculum designers: They may consider the principles and propositions of electronic portfolio strategy to enrich English curriculum.

5- EFL researchers: It may guide other researchers to conduct further studies on developing EFL skills through using the program activities.

Delimitations of the study

The current study would be delimited to the following:

1- Third year Language Preparatory Stage Students at Future Leaders Language School in Sharkia governorate, 10 of Ramadan, Egypt as they lack reflective writing skills.

2- Some reflective writing skills which would be approved by the jury members and suitable for students.

Method

The current study adopted the quasi-experimental design using two groups, experimental (will be taught using electronic portfolio strategy) and control (will be taught using regular instruction).

Instruments

For the quantitative data:

Concerning the participant's EFL reflective writing, the researcher designed:

1. An EFL reflective writing questionnaire as a pre-requisite procedure for designing the checklist.
2. An EFL reflective writing checklist as a pre-requisite procedure for designing the test.
3. An EFL reflective writing test.
4. An EFL reflective writing rubric as a post- requisite procedure for scoring the test.

Definition of Terms

Reflective writing is

Williams et al. (2020) defined reflective writing as a chance to demonstrate how students gain experience and develop their practices and skills by analyzing events they experienced. This not only allow them to reflect on what they have performed, but also makes informed decisions concerning how they will pursue to develop. It is a part of higher-order thinking skills as it involves cognitive, affective, social, and metacognitive aspects.

The operation definition of reflective writing

Reflective writing as analytical practice in which the writer describes a real or imaginary scene, event, interaction, passing thought, or memory and adds a personal reflection on its meaning.

Thus, in reflective writing, the focus is on writing that is not merely descriptive.

Electronic portfolio

Electronic portfolios are also known as e-portfolio, e-folio, digital portfolio or web folio and are the outcomes of internet technologies. Norton and Wiburg (1998) define a portfolio as “a systematic and selective collection of student work that has been assembled to demonstrate the student's motivation, academic growth and level of achievement”

The operation definition of electronic portfolio

An electronic portfolio uses technologies as the container, allowing students or teachers to collect and organize portfolio artifacts in many media types (audio, video, graphics, text).

The reflective writing skills' test

The purpose

The test was designed to assess the participants' EFL reflective writing skills before and after the treatment. As a pre-test, it aimed to make sure that students of both groups have almost the same academic level before the treatment. As a post-test, it aimed to determine whether or not the electronic portfolio was effective in developing the treatment group's EFL reflective writing skills.

Description of the test

The final form of the reflective writing skills test according to the jury's suggestions consists of seven questions focusing on

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(1) Giving strong maintained opinions, (2) Providing evidence to support the opinions, (3) Providing causes and effects by elaborating with well-chosen examples, (4) Summarizing the ideas of another person, (5) Avoiding run-on sentences, (6) Paraphrasing another person's ideas, and (7) Creating unusual ideas to solve problems.

Test validity

It is commonly known that the test must measure what it is supposed to measure. Therefore, the researcher had to submit the reflective writing skills test to a TEFL jury to evaluate each question in terms of:

- a) The appropriateness of tasks measuring reflective writing sub-skills.
- b) The appropriateness of tasks to the students' level.
- c) The suitability of test content (picture, topics, words) the students' level.
- d) The sufficiency of items' number to measure the intended reflective writing skills.

The validity of the test was measured by Internal Consistency by correlation coefficient between the questions score and the total result of the test by using the (SPSS Ver 26) program, as shown in table (2).

Table (1)

**Correlation coefficient between the questions score and
the total result of the test**

N	correlation coefficient	significance level	N	correlation coefficient	Significance level
1	0.608	0.01	31	0.589	0.01
2	0.589	0.01	32	0.626	0.01
3	0.569	0.01	33	0.593	0.01
4	0.644	0.01	34	0.628	0.01
5	0.607	0.01	35	0.595	0.01
6	0.594	0.01	36	0.661	0.01
7	0.588	0.01	37	0.648	0.01
8	0.672	0.01	38	0.607	0.01
9	0.599	0.01	39	0.586	0.01
10	0.574	0.01	40	0.591	0.01
11	0.612	0.01	41	0.629	0.01
12	0.627	0.01	42	0.609	0.01
13	0.578	0.01	43	0.589	0.01
14	0.634	0.01	44	0.599	0.01
15	0.609	0.01	45	0.666	0.01
16	0.582	0.01	46	0.621	0.01
17	0.627	0.01	47	0.647	0.01
18	0.618	0.01	48	0.599	0.01
19	0.587	0.01	49	0.589	0.01
20	0.658	0.01	50	0.666	0.01
21	0.599	0.01	51	0.599	0.01
22	0.574	0.01	52	0.574	0.01
23	0.612	0.01	53	0.612	0.01
24	0.627	0.01	54	0.627	0.01
25	0.578	0.01	55	0.578	0.01
26	0.634	0.01	56	0.634	0.01
27	0.609	0.01	57	0.609	0.01
28	0.582	0.01	58	0.582	0.01

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N	correlation coefficient	significance level	N	correlation coefficient	Significance level
29	0.627	0.01	59	0.627	0.01
30	0.599	0.01	60	0.599	0.01

As shown in table (2), there is a relation correlation between the questions score and the total result of the test tat Sig. level (0.01) that a high validity of the test. That indicated a high internal consistency of the test

The test proved to be a valid one as the jurors approved the questions.

Test reliability

A test is said to be reliable if its scores remain relatively stable from one administration to another. For estimating the reliability of the test, a pilot application of the oracy skills test was conducted by the researcher during the academic year 2023-2024. It was administered to a group of fifteen students drawn randomly from third year Language Preparatory Stage Students at Future Leaders Language School. Those students were excluded from the whole experiment. The test reliability was measured by Cronbach's alpha coefficient by using the (SPSS Ver 26) as shown in table (4).

Table (2)

Cronbach's alpha coefficient of the test (n = 30)

N	alpha coefficient	N	alpha coefficient
1	.837	32	.875
2	.822	33	.823
3	.825	34	.829
4	.837	35	.845
5	.888	36	.821
6	.861	37	.833
7	.833	38	.821
8	.825	39	.625
9	.875	40	.743
10	.823	41	.731
11	.829	42	.837
12	.845	43	.825
13	.821	44	.866
14	.833	45	.823
15	.821	46	.829
16	.625	47	.845
17	.743	48	.821
18	.731	49	.833
19	.837	50	.821
20	.825	51	.625
21	.866	52	.743
22	.811	53	.731
23	.825	54	.837
24	.711	55	.825
25	.877	56	.866
26	.821	57	.811
27	.855	58	.825
28	.865	59	.711
29	.925	60	.877
30	.825	31	.825

Cronbach's alpha coefficient for the test a whole 0.899

Constructing the test items

The pre/ post reflective writing skills test was conducted in light of the following procedures: - Reviewing previous studies that tackled reflective writing skills (Shum et al., Teama,2019 ؛ Abdel-Wahab ، 2020; Khalil ، 2021(. - Identifying the skills to be measured by the test on the basis of the results of the checklist. - Taking the following points into consideration while constructing the test items.

1. The test suits the students' level.
2. The test should be simple.
3. The questions should express the main goal and the items should be relevant to the test objectives.
4. The questions should be clear to encourage students to write reflectively.

Piloting the test

After designing the activities and modifying them according to the panel of jury suggestions, the reflective writing skills test was carried out. Therefore, 15 students were randomly selected from third year Language Preparatory Stage Students at Future Leaders Language School who would not participate in the experimental group nor the control one. They were excluded from the whole experiment after words.

Test administration

The administration of the test involved:

Test instructions in which the researcher tried to organize and relaxing and comfortable test sessions. The instructions were given to students in both English & Arabic to help them to understand these instructions clearly.

The researcher took the following instructions into consideration:

1. Avoiding correcting students' ideas during their writing.
2. Avoiding interrupting students.
3. Avoiding showing comments loudly to their mistakes.

The following instructions were given to the students:

1. Students should answer questions in Egypt only.
2. Students should not repeat their answers or their friend answers for the same question.

The study material (The interactive reading approach)

In teaching the treatment group, the researcher reviewed the previous studies that dealt with electronic portfolio and steps of preparing it in addition to its elements and steps. So the researcher designed the three units of the second term of the third year language preparatory school students according to electronic portfolio.

The researcher selected the sample of third year language preparatory school students; they were learning English for the same purpose; they wanted to study English to succeed in the final exam; and a few of them wanted to improve their language. For

this purpose, the experimental group was of the same language level as the control group in learning English before the experimentation.

Duration of the electronic portfolio

The strategy was conducted during the second semester of the Academic Year 2023/2024. It started on October and ended on February 2024. It lasted for three months, including the pre-post administrations of the EFL reflective writing skills test.

Procedures of the study

To answer the questions of the study, the following procedures were adopted:

(1) For identifying the EFL reflective writing skills required for the third year students, the researcher has:

- a. Reviewed literature and previous studies related to the EFL reflective writing skills.
- b. Designed a checklist of the EFL reflective writing skills needed for the third year students.
- c. Submitted the checklist to a group of jury members to verify its validity.
- d. Modified the checklist according to the juror's opinions and suggestions.
- e. Set checklist in its final form.

(2) For identifying the features of electronic portfolio for developing the third-year students' EFL reflective writing skills, the researcher has:

- a. Survey literature and previous studies related to the electronic portfolio.
- b. Identified the electronic portfolio aims, objectives, content, instructional methods, activities, aids, teachers' and student's roles.
- c. Prepared the sessions of the electronic portfolio.

(3) For identifying the effect of the electronic portfolio on developing the third-year students' reflective writing skills, the researcher has:

- a. Designed an EFL reflective writing skills test and rubric for scoring it in the light of the chosen EFL reflective writing skills.
- b. Submitted the test and the rubric to the jurors for validity purposes.
- c. Modified the test and the rubric according to the jurors' opinions and suggestion.
- d. Piloted the test to a group of the third year students other than those participated in the study for its reliability.
- e. Selected the study participants randomly from the third year preparatory school students and dividing them into two groups: treatment and non-treatment.
- f. Pre-administered the test to both groups.

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g. Taught the treatment group using the electronic portfolio and the non-treatment group using the regular instruction.

h. Post-administered the test to both groups.

(4) Finally, for examining the study hypotheses, the researcher has:

a. Analyzed the data statistically using the appropriate statistical techniques.

b. Compared the results of both pre-post administrations.

c. Discussed and interpreted the results in the light of the study hypotheses.

The first hypothesis

The first hypothesis which stated that There would be a statistically significant difference at (0,05) level between the two mean scores of the experimental group and the control group in the post administration of the EFL reflective writing Skills test in favor of the experimental group. The researcher used the independent samples t-test to measure the differences between the mean scores of the experimental group and the control group in the post-test results of the reflective writing Skills. Table (1) shows the results.

Table (3)

Table (1) The t-value of EFL reflective writing test of the experimental and control groups in the post test

	Control group n=30				df	t valu e	The effec t size η ²	Effect Strengt h d	Statistical significan ce
	Mea n	Sid. Deviation	Mea n	Sid.Deviati on					
The test as a whol e	13.6	2.909	26.3	5.4007	3 8	9.25 9	0.69 2	2.997	Large

As shown in table (3)

1- The experimental group's mean score on the post test of the reflective writing skills was higher than those of the control group.

Mean scores of both groups in the post test results of the reflective writing skills

2-There was a statistically significant difference at (0,05) level between the mean score of the experimental group and that of control groups in the post test of the reflective writing Skills results in favor of the experimental group.

3-The t. computed value of the test as a whole was statistically significant at (0, 05) level it reached (9.259) which is greater than the tabular (t) value (2.03) with. This indicates that the students of the experimental group outperformed the students of the control group in the post test.

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4-By comparing the value of d with the table (1) proposed to determine the levels of the effect size, the effect size was large in the reflective writing Skills test, as well as in the overall result of the test, as a result of using Strategy electronic portfolio in the teaching of the experimental group.

Table (4) Effect volume levels

Large	Medium	Small	Effect
greater than 0.8	0.5 to 0.8	0.2 to less than 0.5	Effect size D

4- Table 4 shows that the effect size is large. Thus, it can be inferred that the first hypothesis was accepted.

The second hypothesis

The second hypothesis which stated that There would be a statistically significant difference at (0,05) level between the two mean scores of the experimental group in the reflective writing Skills pre and post-test in favor of the post-test.

The researcher calculates the effect size (η^2) and the effect strength (d , w^2) to show a positive effect of the electronic portfolio on developing the reflective writing Skills of the EFl. preparatory School Students.

Table (3) shows these results.

Table (5)

The effect size (η^2), and the effect strength (d), (w^2) of The pre and post test of the reflective writing Skills of the experimental group

	Control group n=30		Experimental group n=30		d f	t value	The effect size η^2	Effect strength		Statistical significance
	Mean	Sid. Deviation	Mean	Sid. Deviation				d	w^2	
The test as a whole	8.3	1.838	26.3	5.4007	1 9	14.32 5	0.91 5	6.56 2	0.83 6	large

As shown in table (5):

1-The experimental group's mean score on the post test of the reflective writing Skills was higher than that of the pretest.

2- There is a statistically significant difference at (0, 05) level between the mean scores of the pre and posttest reflective writing Skills of the experimental group as whole, in favor of the post test.

3- the value of the omega square (w^2) for the test of the reflective writing Skills test as whole was (0.836), that high value indicated the strength of the Effect of Electronic portfolio in the teaching of the experimental group. Thus, it can be inferred that the second hypothesis was accepted.

Results of the study

مؤتمر الدراسات العليا الثاني مايو ٢٠٢٤

جامعة نوبة رجبية | مجلة كلية التربية والعلوم | المجلد (٢٠١) العدد (١٢٥) | الجزء الثاني | ٢٠٢٤

Based on the statistical analysis of the present study, the following results could be stated:

1. There was a statistically significant difference at (0.05) level between the mean score of the experimental group and that of the control group in the post test administration of the EFL reflective writing skills test (part 1) in favor of the experimental group.
2. There was a statistically significant difference at (0.05) level between the two mean scores of the experimental group in the EFL reflective writing Skills pre and post-test in favor of the post-test.

Conclusion

This study aimed to investigate the effectiveness of using electronic portfolio for developing some reflective writing skills among third year language preparatory stage students. A new breakthrough in the curriculum has made it necessary to take 0 10 20 30 40 post pre Series1 20 care of all language skills, especially reflective writing skills, because it is considered to be the development listening and speaking skills, which is the cornerstone of the development of writing skills. Every teacher should develop these skills to help students achieve the objectives of the curriculum, accomplish the desired results and maximize the use of these curricula to benefit the student in community and with other communities if needed. Despite the importance of EFL reflective writing skills, there has been little research into how to develop them, particularly through electronic portfolio. Therefore, this study is interested in developing EFL reflective writing skills by using electronic portfolio. A pilot study was conducted for

investigating the level of the students' EFL reflective writing skills. The researcher administrated an EFL oracy test to 60 students from Third year Language Preparatory Stage Students at Future Leaders Language School in Sharkia governorate, Alshrkia Governorate. The results of the pilot study revealed that the students' level of reflective writing skills needed to be improved. Therefore, the current study aimed to investigate the effectiveness of an electronic portfolio in developing some EFL reflective writing skills. Results of the study showed that after the experiment, students of the study have improved their performance in the post- test. In addition, t-test value of the study participants indicated that the results of post-test were better than the results of pre-test. It is clear that using electronic portfolio is more effective than using the regular way.

مؤتمر الدراسات العليا الثاني مايو ٢٠٢٤

كلية التربية والتعليم (٢٠١٤) العدد (١٤٥) الجزء الثاني ٢٠٢٤

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مؤتمر الدراسات العليا الثاني مايو ٢٠٢٤

مجلس إدارة جامعة القاهرة (٢٠١٤) العدد (١٢٥) الجزء الثاني ٢٠٢٥

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