Full Length Research Paper

The effect of using portfolio on developing writing performance skills and reflective thinking in English language among elementary sixth grade students

Fahad AlShareef

Umm Al Qura University

The study aimed to reveal the effect of using portfolio on developing writing performance skills and reflective thinking in English language among sixth grade elementary students, and the statistical significant differences between means grades of the experiment group and mean grades of the control group in the development of the writing performance skills and reflective thinking skills in English language due to the use of portfolio as a mean of evaluation. To achieve the objectives of the study the researcher used the quasi- experimental approach with control and experimental groups, and had been applied on a sample of sixth grade elementary students in the city of Taif consisted of (100) students, in teaching English course for the first semester of the academic year 1434-1435 AH, and after using the appropriate statistical methods the study reached to the result that there are statistical significant differences at the level of significance between the mean grades of the two groups the experimental and the control groups achievements in the post writing performance skills test and the post reflective thinking test in favor of the experimental group, and the existence of positive correlation statistically significant relationship between the grades of the experimental group students in post-test achievement in writing performance and the grades in reflective thinking. In light of the results of the study, the researcher recommended the need to take advantage of the methods of authentic evaluation in general and portfolio in particular in the linguistic performance evaluation among students in public education; for its effectiveness, and to take advantage of the writing performance test and the reflective thinking test presented in the current study, develop and apply to sixth grade elementary students; to determine the degree of their performance in writing English language and the necessary skills needed for their reflective thinking, and holding training courses for supervisors and teachers of English language to be trained on using self-learning patterns and methods of authentic evaluation in planning, implementation and evaluation of English language courses.

Keywords: English language, portfolio, reflective thinking, sixth grade students

INTRODUCTION

Development in this century in all fields of knowledge led to similar development in the field of education resulted in the development of the general framework of the educational evaluation, which is an essential element in the educational system, but it is almost the most effective element on the whole system, the adoption of self- evaluation method has become a necessity in the teaching of languages for the educational effectiveness of this method, Menssi (1424 AH:25) mentioned that the educational evaluation reflects directly the image of the educational system; so the development of educational evaluation and methods is an entrance for the development

of the entire educational system, and a solution to many educational problems; the results of the educational evaluation direct the educational process in all inputs and processes, the organized educational reform should center on three major issues: What should students learn? And how they learn? How their progress is measured? Changing the curriculum and methods of teaching and learning becomes futile without a broad vision for the evaluation (Mahmoud & Bakheet, 2006: 139). So it became necessary to develop the evaluation process to be able to cope with the great development of the educational process which depends on the achievement of the learner and employing his previous knowledge, so the new trends in the field of educational evaluation called for a kind of evaluation known as authentic evaluation, which is considered as one of the most important variable of modern time, and the authentic evaluation with all its methods a new trend in the educational ideology, and an essential shift in the prevailing traditional practices in the measurement and evaluation in addition to what was adopted by the educational society of theories in teaching require evaluation methods are integrated with teaching methods, and emphasizes on the importance of the positive role of the learner and his participation in the evaluation process; whichrequires presenting the same subject with different methods, and therefore evaluate with various and multiple methods (Allam, 1428 AH:13).

Perhaps portfolios are one of the methods of authentic evaluation, that have all previous features, and it is one of the modern evaluation methods used in evaluating and improving student learning. Research and studies confirm that the student portfolio one of the self-learning methods that represents a self- integrated educational unit give the opportunity to the student to watch his growth through a group of various educational activities, and allows the student to determine the educational goals and evaluate points of weakness and strength and record it, and review their work and self-control growth so that they can set new goals and determine futuristic starting steps for this portfolio is considered a tool that can help learner to shift from learning by relying on others to self-learning (Abbas et al., 2010).

The student portfolio is considered as a documentation of his work and achievements in a certain subject during a certain period of time may extend from a semester to study phase, and it is one of the latest learning and evaluating methods that cover all needs of the learner and that cannot be covered by the traditional education, which helps the teacher to get out of the traditional ways to follow a variety of teaching methods depending on team work and projects, or applications and individual work. The student portfolio focuses on the student skills, and creativity in solutions, and focuses on the collaborative work and the writing and expressing skills (Ibrahim, 2009).

English language has a special status in our time in all countries of the world it is the most widespread whether as a native language, second or foreign language. Therefore learning it and mastery became an urgent need imposed by the conditions of the times in which we live. It is considered a universal language that facilitates communication and cooperation between religions, races, cultures and different languages, and with the information revolution, it is simply the language of knowledge, science and culture, and since the sixties of the twentieth century and the English language is the language of higher education in many countries of the world; where lecturers find themselves obliged to use English language (Al-Jarf, 2005). It can be seen here the importance of the English language as an essential requirement in different grades.

In accordance to the importance and the great role of English language Saudi Arabia focused since early on teaching and making it part of their education as a compulsory subject for all students since the sixth elementary grade, and the objectives of education focused in the first place on giving students linguistic communication skills, listening, speaking, reading and writing, and develop it; so they can use it in various situations of life, and develop their awareness of its position at the moment as a universal communication language, and make them aware of the importance of learning being one of the terms to engage in the local labor market, which increases the importance of English language in the spread of Islam and the defense of its issues.

Teaching English language emphasizes on enabling the learner of the language skills; listening, speaking and writing and help him mastery. Writing skill means having the ability to communicate with other in writing, through correct written drawing of letters and words, and correct writing and organizing of sentences and compositions, and the correlation of the idea and the style, it is a mental process and not just a physical performance but thinking and production, which combine words, phrases, meanings and ideas, and is subject to all the rules of grammar and spelling, and social preferences that the writer must observe (Abdel Hadi et al., 2003: 198), Al Najjar (2011 p.69) defined as "a translation of thought and feelings and a description of experiments and recording of events according to written symbols recognizable among the nation speakers, readers and writers, with fixed rules and scientific basis take into account the self, event and the tool so that they are in the intellectual and scientific framework to be traded according to a certain customary system to take on the nations' achievements of science, knowledge, experiences and feeling and so on."

The most distinguished aim of teaching foreign language is to give the learner the ability to linguistic communication clearly and correctly orally or in writing, Al Khaza'leh et al. (1432 AH, p.304) mentioned that teaching writing skill aims to draw letters in a way that makes it easy to read, and write words in line with the rules of spelling, and compose sentences, phrases and

paragraphs that reflect the meanings, the right ides, choice of ideas, and the ability to organize these ideas according to the nature of each type of writing.

Although the possession of writing skills of the most important objectives of teaching English in all levels of education, but the reality of the situation indicates that achieving this goal remains elusive; as several studies agree on the existence of a noticeable weakness in writing skills in the English language among learners in stages of public education. In addition to a number of difficulties facing teaching English language as a foreign language, including the delay in teaching English language to advanced stages in school, and the time needed to teach is not enough, as it does not exceed three hours a week, and the overcrowded classrooms that might exceed forty students, where it becomes difficult for English language teachers to follow the progress of all his students, and the varying capabilities of students in the same class, making it hard to determine their level and the appropriate scientific material, in addition to the professional and scientific deficiencies of some teachers (Mayora, 2006). Perhaps one of the most important aspects of this deficiency dependence on the traditional methods of teaching and evaluating in teaching English language; as the acquisition of the English teachers of the necessary authentic evaluation would help learners to reach to the level of excellence and required linguistic creativity, through taking advantage of educational applications of modern educational and psychological theories, which copes with the present and future requirements, in terms of what education stresses at the present time of the need to improve the outcome of students; by using the appropriate evaluation methods, and many research and educational and scientific studies had shown its importance.

In accordance to the suffering of learners of non-mastering writing skills of English writing, and after methods of teaching English language course for the development of thinking skills; therefore the issue of mastery writing skills and employing creative thinking while writing a dilemma facing our children at all stages of public and higher education, perhaps the treatment of this dilemma will not be fruitful unless it starts from the roots; from the beginning of teaching English language officially and obligatory education, among sixth elementary grade, so the current study is trying to promote the level of teaching English language writing skills and link it with creative thinking, by making use of the advantages of authentic evaluation in linking the teaching of English language writing skills with creative thinking skills; where portfolios recently became major part of students' evaluation in English language in many developed countries, in spite of the problems and the important technical and practical difficulties facing the effective implementation of this type of evaluation, which require further study and research but it is considered a tool that

measure achievement and progress of the student during a certain period of time, as well as a tool to develop the process of teaching linguistic skills of the student(Allam, 1430AH)(Caner, 2010).

Problem of the Study

The educational reality of teaching English indicate that a large proportion of English teachers depend on traditional methods of teaching and evaluating measure knowledge output only as the achievement tests of all kinds and ignore aspects of growth of the learner his needs and ways of thinking. As the practice of evaluation in education is not part of teaching and learning process, it is separate from it, as it comes mostly after finishing the teaching process without affecting it, beside to its dependence on tests as the only means to evaluate achievement, in addition to that the students does not know about his result and performance only after teaching is completed, in which he miss the chance to identify his weakness and strength during the learning process. This deficiency coincide with the omission of performance aspects and thinking skills of the student, the result of all this was a remarkable weakness among students in the education stage in the mastery of writing skills in English, and after methods of teaching and evaluation of English language skills for the development thinking skills, and the signs of this weakness extended from the roots; from the beginning of obligatory education for the English language among students at sixth elementary grade; which requires intensive efforts to remedy this weakness; therefore the current study is turned to use the portfolio in evaluating teaching and learning English language among students at sixth elementary grade, to reveal the extent of its effectiveness in giving English writing skills and creative thinking skills. Therefore, the problem of the study is determined in the following main questions:

This study is trying to reveal the effectiveness of the use of portfolio in the achievement of writing performance and creative thinking among students at the sixth elementary grade in the city of Taif, and thus the problem of the study is determined in the following main question: What is the effectiveness of using portfolios in the achievement of writing performance skills and reflective thinking in English language among students at sixth elementary grade in the city of Taif?

Hypothesis of the Study

To understand the questions of the study the researcher has developed the following hypothesis:
1 – There are no statistical significant differences between the mean grades of the experimental group students and the mean grades of students of the control group in the development of writing performance skills in English language due to the use of portfolio as a means of evaluation.

2 – There are no statistical significant differences between the mean grades of the experimental group students and the mean grades of students of the control group in the development of reflective thinking skills in English language due to the use of portfolio as a means of evaluation.

3 – There is no statistically significant correlation between the mean grades of the experimental group students in writing performance test in the English language and the mean grades on a scale reflective thinking skills in English language due to the use of portfolio as a means of evaluation.

Objectives of the Study

The current study aims to:
Identify the effectiveness of the use of portfolio in the achievement of writing performance skills and creative thinking in the English language among students at the sixth elementary grade in the city of Taif through the following:

1 –Identify the effectiveness of the use of portfolio in the development of writing performance skills among students at sixth elementary grade in the city of Taif.

2 – Identify the effectiveness of the use of portfolio in the development of creative thinking skills among students at the sixth elementary grade at the city of Taif.

Significance of the Study

1 – Revealing of the effectiveness of the use of portfolio as a tool works to improve the performance of sixth elementary grade in the English language.

2 – Support the trends of the Ministry of Education in the application of modern teaching strategies and evaluation centered on the learner.

3 –Help teachers and supervisors to identify how to prepare and employ portfolio which contributes in improving writing performance of the students at sixth elementary grade in English language, and the students from other grades in general.

4 –Raise awareness of the educators to the importance of portfolio as a tool for learning and evaluating to address developed learning curriculum, and keep us with developments in education.

Terminology of the Study

1 – Effectiveness: "the extent of the impact that could be caused by the experimental process as an independent variable in one of the dependent variables." (Al Saeed, 1997: 17)

And the procedural definition is the impact that can be caused by portfolio as an independent variable in writing performance among students at sixth elementary grade in English language.

2 –Portfolio

Ibrahim (2009:964) defined portfolio as "a modern learning and evaluation method, contains distinctive work achieved, it is also an evaluation tool beyond the narrow limits of the academic course to aspects that learning cannot cover."

The procedural definition as a purposeful aggregation for the best work of the student, which shows the efforts and progress in English language, these works include student participation in selecting the contents of the portfolio through which to judge the student's acquisition of knowledge and skills learned.

Limitations of the Study

The study was limited to the first and second units of the English language course for the sixth elementary grade for the first semester of the academic year 1434-1435AH, on a sample of sixth elementary grade in English language at the city of Taif.

Portfolio and teaching the English language:
Portfolios were used in the field of teaching English language since mid-nineties. It mainly aimed to retain an integrated record of language which shows the student's linguistic growth (Zobra&Tosun, 2011).

The student's portfolio is considered a tool that measures the performance of the learner include his work, activities and best achievements that shows the extent of knowledge and skills the student had acquired during a certain period of time. It also reveals what other evaluation tools may fail such as tests and reports of school (Danielson & Abrutyn, 1997). Allam (2009) added "portfolios prepared by students can help the teacher in the evaluation of the activities and multiple tasks at once, on the contrary of tests that measures a limited number of skills," p.197.

The importance of portfolios appears as a tool of meditation and self-evaluation of the student. Many educators made recommendations included the need to use portfolios because it helps to evaluate learning and get to know capabilities and skills, and make the student engage in meditating what the portfolio can include and this is what Allam (2009, p.197) realized as portfolios allows students to meditate in each of their works, and follow their progress which increases their self-motivation, and take responsibility for their learning, and introduce them to their needs and preferences and improve their self-concept.

The importance of portfolios appears mostly when used in teaching linguistic skills, especially writing skills, due to the importance of these skills in communication. Because the phenomenon of linguistic weakness in the mastery of writing skills is extending from the elementary stage, and branched until it reached the university stage.

Justifications for Using Portfolios in English Language

There are many justifications prompted us to use portfolios in the English language:

1 – Language is a mental process:
Where cognitive theorists believe that language is a mental skill requires training and practice turns up to proper linguistic performance, and this leads us to search for evaluation tools dealing with the applied performative side of language as well as the theoretical side; also can be used in observing mental operations performed by the student in situations of learning and the use of language, and this is what portfolio provide.

2 – Language contains all level of mental skills:
Linguistic skill start of unconscious verbal response issued by the individual in certain situations such as fear and ends with problem solving, and here portfolio is used to monitor these skills, and the link exist between them, and the degree available to the student, through portfolio and not others.

3 – Language is a practiced skill rather than a science:
Language should be considered as skills in teaching and learning, and measure these skills with tools concern with the applied practitioner side of the language not only the theoretical side; this is not provided by traditional tests but provided by cumulative evaluation which cares basically with measuring the practice and application in the language.

4 – Language is an interactive process:
Qassim (2002, p. 24) mentioned that "the language used to interact with others in the social world, the importance of this process, given that human social by nature , and from this point on interactive learning environment should be provided through teaching methods, and modern software, cumulative evaluation provides through portfolios an interactive atmosphere between students; where the student discusses with his colleagues in the contents of portfolios, and exchange evaluation of samples included in the portfolios, which leads to provide an atmosphere of linguistic and scientific interaction between the students throughout the school year."

5 –Cumulative nature of language: Language is cumulative in nature, and it is also cumulative with each student; so we should choose experiences work on developing vocabularies, concepts, multiple meanings of words, previous sentences, and provide students with linguistic experiences related with real linguistic situations (Youness, 1996).

The idea of using the portfolio in evaluation had developed at the end of eighties, and has become one of the important and alternative evaluation methods in the process of evaluating learners, and that idea came as a reaction to familiar traditional methods that the learner feel does not reflect the level of their real growth (Barrett, 2007). The idea of this portfolio is summarized that the teacher evaluate his students in an alternative method to the familiar traditional methods as tests, and participating effectively in self-evaluation process; through monitoring and follow-up students' progress during a long period of time, that may extent to the end of the school year; so that the teacher would be able to see

the extent of change and improvement in their performance; since the student in this case works on organizing and collecting subjects that represent all or his best work during the learning period. The teacher on the other hand does not rely only on some of the information or parts related to the subject, and examine during a very short period of time, then give his evaluation or judge the student. But he performs this type of evaluation on the cumulative stages and steps, where the student is not under intense pressure in preparation for the exam or preparing for a job, may be assigned by the teacher later (McLoughlin & Lewes, 1994).

The portfolio is considered one of the formats of the alternative evaluation, whichaims to improve teaching and learning process it measures what other measuring tools fail to measure. There aremany definitions of the portfolio such as (Arter, 1990) where he defines it as purposeful aggregation of the student's work that refers to the student's effort, progress and achievements. It must also conclude the student participation in selecting the portfolio content, and selection standards, and criteria for judging the quality of works, and evidences of student's self-meditation on these works. The International Organization for education (National Education Association, 1993) defined it as "an educational record that focuses on the students' works and their intellectual meditations about their work where the portfolio content is aggregated by students and teachers together, pointing to progress towards core results of the learning outcomes. (Potter, 1999) defined the portfolio as "a method to measure the progress of work documented by evidences at all ages"p.210, (Curry & Cruz 2000, p.34) defines it as "collection of work produced to display information and teaching skills", and defined by (Manning, 2000, p.97) as "an ideal way to stir growth because it documents both steps and achievements over a sequential period of time" (Stone, 1998) described as a continuous collection for best work of learner and achievements according to variety of organized methods.

The portfolio is a collection of organized, classified and purposeful work, not a full file or portfolio containing all students work, but a record of work carefully selected, gives a clear picture of what has been learned, and the way that has been learning through, learner's pattern of thinking, and offers an evidence on the occurrence of learning and make progress, and reveals depth and breadth and growth of the learner's performance.

The importance of the portfolio appears through what it offers in the field of evaluation, its benefits, and properties, mentioned by many of the literature of education and measurement and evaluation , including (Potter, 1999, p.210) and (Curry & Cruz, 2000, p.34), Nadia Bakkar & Munira Al-bassam (2001), Hayat Al-Agha (2004) and Abu Jalala & Jamal (2007), the researcher summarizes the importance and usefulness of using portfolios in the linguistic performance evaluation mentioned

in previous studies which helps the learner to self-understanding in the form of intellectual reflection; to make a radical change in his behavior, it depends also on real variety and rich methods of linguistic performance in real situations, and provide both learner and teacher with clear vision of what has been achieved in fact through the processes of teaching and learning of the English language, and mix them in one process, which helps to adjust and improve the behavior of the learner permanently, and give the student a clear picture of the level of his achievement for a long period of time, and to develop his self-motivation; where it helps to insight the points of power and shortcomings in his performance, and what he must do specifically, and makes him feel responsible towards his works, and offering opportunities to check the works carefully and make him notice his daily and weekly progress, and determine what they must do, to rectify mistakes which occurred , as well as giving a new and more authentic concept, instead of using the traditional methods in the evaluation, these portfolios are characterized by continuity and totalitarian in the evaluation; and that by issuing the judgments; through several evidences and data, as they fit all the students in the various stages of education, and fit in with different business, and suitable for all subjects, and are objective; and judges are not subject to the opinion and subjectivity of the checker and helps the teachers in monitoring the students' performance during the school year both in the operations they perform or productions they innovate, thus can discover the weaknesses and try to overcome it, and enhance strengths.

These portfolios also enable them the opportunity to train on the thinking and inference skills, and understand the requirements of the productive work in real life through simulating these situations at the school.

The portfolio is characterized by a group of features that make it an effective method for evaluation as well as to plan educational activities that are suitable to the evaluation process. Some of these characteristics are (Alqasaemeh 1430 AH p.126-128): Ease to adjust with individualized education: focus on evaluating outcomes: focuses on strengths: the portfolio involves the student in the evaluation process: the portfolio ease transmission and exchange of experiences.

Portfolios contains several materials reflect the scientific experiences achieved by the student, such as work papers, learner's diaries, homework, periodical tests papers in addition to a group of pictures, tapes, audio-visual tapes, and presentations (Majeed, 1432, Winzer,2002, Porter & Cleland, 1995).

These portfolios can include a wide range of contents to choose from in order to achieve the purposes of evaluation. The following are some of these contents samples of student Writing Samples: in the fields of linguistic skills, especially writing, due to the importance of these skills in communication, verbal expression, writing reports and articles, and summaries, etc. It may

also include previous drafts of student's writings to recognize his own progress over time. And lists of references briefed by the student, and materials used Reference Lists and Materials, and Self-reflection Journals (Allam, 1430 AH. p. 202).

The student reflection or contemplation of his work is considered of the important input in the work files, and the student can clarify this in dialogic newspaper, by writing down his thoughts and reflections in part of the page so that the teacher could comment on these ideas. Worksheets and Projects: such as the writings of the student, and his articles, research reports, and reports on field trips or visits made by him and his peers, and Students Reports: these reports include summaries of research or conference proceedings, or otherwise. Photographs, Audio-visual Materials, Achievement Test Scores: all the definitions agree on the basic elements performed by the student, namely: content selection, self-evaluation, contemplation or student's self-reflection, along with the focus on the learner use of higher-order thinking skills.

The portfolio enhances individual's ability to (reflective thinking) so portfolios occupies an important position among other alternative evaluation tools, especially in the field of teaching languages, and focuses on higher-order thinking skills, and develop learning skills for life, and emphasizes on meeting the needs of educated people in their daily lives (Cane, 2011) and other educators such as: (Scanlan & Heiden, 1996; Copenhaver et al., 1997; Fahey & Fingon, 1997; Stone, 1998; Goldsby & Fazal, 2000) stated that it has become a tool for measuring the professional efficiency of teachers in the new millennium; can predict through it the readiness of teachers to teach, and bring out his individual abilities, and find out the amount of growth in the practice of teaching, where the achievements of the teacher and best work are displayed; documented with evidences, and provide documented firm evidence on the real growth in the knowledge, skills and professional fields for a sequential period of time hard to stability through courses studied by the teacher, it is considered in the beginning of the new millennium a documented evidence of the development of intellectual reflection and self-evaluation in the field of vocational education of the professional teacher, has also become a condition to obtain a professional teaching license. Abido (2009) study recommended the adoption of the student's portfolio as a tool of evaluation; Nadia Baqar et al. (1422) study confirmed that officials should care for the curriculum development by circulating portfolios in schools that's built to include each child from pre-elementary to learner at the secondary stage, the results of these studies coincided with the researcher impressions and touch some of the deficiencies in the level of students performance in English language, which motivated the researcher to look for scientific solutions help to the evaluation and development of teaching English language, more over it did not come to the

knowledge of the researcher any local study conducted on the effectiveness of the use of portfolios in the improvement of writing performance, and the development of reflective thinking among students at the sixth elementary grade in the English language.

In accordance to the importance of using the portfolio in the evaluation of teaching and learning students it has been targeted by many of the previous studies that have confirmed the role alternative evaluation strategies, including portfolios in improving the linguistic performance of students of different stages, where the results of the study of Banan Kharabsheh (2004) proved the superiority of the experimental group in written expression which have been evaluated using alternative methods, which include the portfolio, and the researcher recommended using alternative evaluation methods, for its influence on improving the performance, not be limited on tests in the evaluation process, in the same year the study of Hayat Alagha (2004) proved the superiority of students of the portfolio group (experimental first) and the cooperative learning group (experimental second) on the students of the ordinary way group, and the presence of statistically significant differences between the students of the portfolio group and the students of cooperative learning group; in favor of the students of portfolio group. The results of the studies of (Stone, 1998) and (Anderson, 2002) proved the effectiveness of the portfolio in self-evaluation and professional development. The study of (Chen, 2006) conducted in Taiwan stated that teachers using portfolios have become more interactive with students more clarification of the objectives of the subject and skills, and in the same year the study of Huda Abdelrahman (2006) proved the effectiveness of the portfolio in improving the literacy efficiency (understanding literacy – speed in reading) among university students on the linguistic performance and self-concept of literacy, the study of (Carner, 2010) pointed out that evaluation by using portfolios contribute to the implementation of the process of learning English language, the study of (Aydin, 2010) focused on the impact of student's portfolios to improve the writing skills of learners in the middle stage, and found that the student's portfolios contribute to a large extent and influential in improving writing skills and vocabulary stocks. Al-Housni (2010) investigated the impact of evaluation by using the student's portfolio in the development of writing skills and motivation towards it among students at the tenth grade in the Sultanate of Oman, and writing performance has been evaluated for the experimental group using student's portfolio, and evaluate the performance of their peers from the control group the ordinary way described in the teacher's guide used within the scheduled quotas for each of them, and the results revealed a statistically significant differences between the means of the performance of students in the two groups at each skill of the sub-writing skills, and as a whole due to the evaluation method used, in favor of the

experimental group. In the same year a study of Flibman (2010) showed the difficulties that prevent the use of the portfolio in teaching Arabic language skills, and recommended the need to include the skills of using the portfolio within the preparation of Arabic language teachers programs during their studies in educational colleges, and set specific and codified standards by experts in this aspect, it is based in the evaluation of the portfolio. The study of (Tosun & Zorba, 2011) stated the advantages of using the student's portfolio in the nursery stage, and enriches the subjects of language in other educational subjects effectively. In the same year (Zhang, 2011) conducted a study aimed to identify the use of portfolios in teaching English as a second language and found that there are four basic elements should be focused on when teaching English as a second language, namely: the teacher methodology in teaching, curriculum, learning environment, the evaluation method. Then a study (Kabilan & Khan, 2012) pointed out to the most important challenges facing the language teachers in using the portfolio, and identified the acquired competencies they face, and found that using portfolios in teaching English language is effective and strong; because it reveals the strengths and weaknesses of the students, and help teachers to identify the student's abilities, the study showed that the use of portfolios would enhance the role of the teacher in delivering understanding, and enhance their teaching activities and linguistic skills.

The role of the portfolio does not stop at only the development of linguistic performance of the students, but also to the high mentality skills, represented in the development of thinking skills, the relationship between the language and creativity is positive and strong, and the use of students of different language skills during practice activities essential and major in the growth of thinking. As that of the most prominent aims of educational evaluation to achieve the development of scientific thinking skills such as perception, attention, connectivity and conclusion, analysis and criticism, and give learners the skill to solve problems, and train them to think and enable them to make good choices and decision-making; especially since we live in an age with rapid changes in the field of education; which impose on educators and teachers the need to teach students the way to learn, and how to think; which calls for new skills and use knowledge in new situations (Jarwan, 2007), and this confirm the need to teach and develop thinking skills, and invest in the search of sources of information, choose the necessary information, and use in solving problems.

Reflective Thinking

The holy Koran has called for thinking, and urged to consider mental insight, meditation, flip and examine things to understand and realize as god made meditation in heavens and earth as a mental means to believe in

him, and unify him with worship. Many educators have noted the importance of teaching reflective thinking including Abdel Hamid (1997: 11), Jarwan (1999:15), (Humelo D. & Ferrai M., 1999: 48), (Mewborn, 1999:318); the researcher summarizes all what they agreed upon regarding the importance of reflective thinking in: resistance turnkey solutions, the use of prior knowledge in dealing with new situations, and think about the alternatives to address the problem; by meditating it and find out its causes, to reach the possible solutions, and the integration of the mind with what he learns.

Most of the thinking methods and its operations include reflective thinking, as the style of solving problems, survey and critical thinking as a whole include reflective thinking that is irreplaceable in the visual graphic of the problem situation, and revealing aspects of error and weaknesses; to try to treat and out with scientific conclusions help to develop logical solutions to the attitude problem, William & Izzo (2003:12) considered it as one of the critical thinking skills, while (Phan, 2009:931) mentioned that the critical thinking is the highest level of reflective thinking, it is the kind of thinking that leads to the foresight; any rapid and sudden perception of the elements of the attitude problem the external or internal, it is a deep self-reflection about an issue or phenomenon that has a type of conflict, where the individual contemplates the attitude problem, analyze and proposed solutions; in the light of the evidences and proofs confirm the validity of the proposed solution (Abdel Hadi & Abo Hasheesh, 2003:60).

Reflective thinking process in the classroom requires many actions identified by Skrage (1995:74),(Van Zee & Roberts, 2001:734) and (Pollard, 2002:5) and the researcher outlined in preparing educational tasks linked by the reality of the learners and include information vaguely worded; to encourage learners to reflective thinking through doing activities, and deal with few subjects, covered in depth, and present the lesson logically and coherently, and give the learners sufficient and appropriate time to answer the thought-provoking required questions, and provide the opportunity to carry out research , reflection, survey and analysis of all the information; to determine the nature of the attitude problem and its dimensions, providing a learning and encouraging, thought and meditation provoking environment, and the use of support and incentives, interest in collective discussions, the codification of all the claims of learners of reasons, assumptions, interpretations, and conclusions to know what agreed upon and conflicting. The researcher tried in the current study to follow these procedures –as much as possible- during the construction and design of the educational bag.

So the reflective thinking is that kind of pattern of thinking associated with consciousness and self-reflection, which depends on reflection, foresight and control things and looking at them deeply and detect

fallacies, the importance of developing reflective thinking skills comes from being includes many mental skills needed to improve learning, which were determined by many researchers, including (Halton & Smith, 1995:36), (Weast, 1996:190), (Yost & Sentner, 2000: 44, and William and Izzo (2003:5) the researcher outlined in : Meditation and observation, detect fallacies, reach conclusions, give convincing explanations, and develop proposed solutions, which are skills that have been adopted by the current study in constructing the scale of reflective thinking.

Regarding the importance of developing thinking skills through the teaching of various courses, and the importance of reflective thinking in improving achievement and the development of the ability to perform the tasks of study and life it has been targeted by many of the previous studies, which include the study of (Westbrook & Rogers, 1991) which aimed to investigate the impact of the learning cycle to raise students' motivation to learn reflective thinking and develop their abilities to understand and facilitate scientific verification processes, the two researchers used quasi-experimental approach based on the design of the two groups the experimental and the control, the results of the study showed an improvement among members of the experimental group in reflective thinking and the ability to carry out scientific verification; in favor of the two experimental groups. Azzo & Fathiye Al-lulu (2002) conducted a study aimed to find out the level of reflective thinking in the field teaching problems with the students of the Faculty of Education at the Islamic University in Gaza, and researchers used the described analytical method, and selected the sample randomly of students in the fourth grade at the Faculty of Education at the Islamic University in Gaza, of all specialties consisted of (400) male and female students, and the results showed a statistically significant differences in reflective thinking in favor of students of educational sciences, Rashid (2003) conducted a study one year later aimed to investigate the effect of reflective teaching in the development of some of the necessary skills for bilingual Arabic language teachers, the quasi-experimental approach was used on the two sets of teachers in different schools in the city of Copenhagen, and the results showed no statistically significant differences in favor of the experimental group. Al-Ba'li (2006) conducted a quasi-experimental study aimed to investigate the impact of proposed instructional unit based on the survey in developing some of the reflective thinking skills and the trend toward the subject among students at the first secondary grade, the study tools consisted of reflective thinking test, it is set and applied before the proposed unit workout and after on an experimental sample of first secondary grade students, consisted of (68) male and female students; the study showed the presence of statistically significant differences between mean grades in favor of the post application, the impact was big, then came the study of

Jehan Ammari (2009) which investigated the effect of using the method of roles play in teaching reading on the development of reflective thinking among students at third elementary grade in the schools of Khan Youniss, the researcher used quasi-experimental method, and the study tool was the reflective thinking test which consisted of (34) items, spread over five skills are: observation and reflection, set the proposed solutions, interpretation, conclusion, detect fallacies, and after making sure of the test reliability and validity has been applied to the two groups of the study (103) experimental and (100) control and the results of the study showed the presence of statistically significant differences in favor of the experimental group, and in favor of higher achievements in the experimental group. The study recommended a focus on the development of reflective thinking and methods of teaching.

METHODOLOGY OF THE STUDY

The researcher used in this study, one of the designs of the quasi experimental design, the design of the two groups (control group – experimental) with two tests (pre and post)(Non Equivalent Control Group Design), to know the impact of the independent variable (the use of portfolio) on the dependent variable (improve writing performance and reflective thinking).

The researcher found through brief on some scientific research methods that quasi experimental is the most appropriate to the nature of this study, which is studying the effectiveness of using portfolios in evaluating the writing performance and reflective thinking in the English language.

Population of the Study

Population of the study consisted of all students at the sixth grade students in schools affiliated to the Ministry of Education in Saudi Arabia, in the first semester of the year 1430-1431AH.

Sample of the Study

The sample of the study was selected according to the following stages:
1 – Identify areas of the Kingdom of Saudi Arabia, and the selection of Mecca region; the place of residence of the researcher.
2 – Selection of the city of Taif among other cities of Mecca area.
3 – Determine the elementary schools in the city of Taif, the choice of Prince Ahmad elementary school and Othman Althakafi School due to their presence in the same neighborhood, which means the convergence of social and economic level between the students of those schools and each of them has two classrooms of 6th

grade; one classroom was chosen for the experimental group and the other classroom for the control group from each school and the groups were chosen randomly ; to ensure equality of the two groups. The sample of the study consisted of (100) students distributed evenly over the two groups of the study.

Tools of the Study

First: writing skill test

The researcher constructed achievement test to measure the writing performance skill among students of sixth elementary grade, it was constructed according to the following steps:
1 – Determine the purpose of the test: measuring writing skill performance among students of the sixth elementary grade through the study of the course units.
2 –Determine the appropriate writing performance skills for students of sixth elementary grade, and then choose six writing skills commensurate with the level of the students on one hand, and with the units contained in the English language course on the other hand, and to ensure the suitability of the skills the researcher has constructed a list of writing performance skills, and attached it with the scheduled lessons included in the units of the course textbook for the sixth elementary grade in the English language course, and then presented to a group of arbitrators from specialists in the field of teaching English, and some teachers and supervisors of English language to give their opinions about the importance and suitability of each skill, and had chosen the skills which got a percentage of the importance and suitability higher than 85%.
3 – Formulation of behavioral objectives to be measured from the substantive achievement test, so that the objectives included those skills previously identified in the cognitive, skills and emotional aspects.
4 – Formulation of questions in the initial image or right and wrong type, and the researcher ensured that test include all behavioral objectives previously determined, in the same percentages listed in the specifications table , and the number of test items in the initial image was (40) items, and the researcher gave grades for each item.
5 –Prepare an answer sheet on the test of writing performance skills, and the formulation of the test instructions, and prepared a separate sheet including clarification of the objective of the test, and how to answer paragraphs, by clarifying example of how to answer, ease and clarity were taken into account when drafting these instructions.
6 – Test was presented on a number of arbitrators, specialists in the field of English language teaching to verify the virtual validity, where the arbitrators confirmed the appropriateness of the objective of the test, and the opinions focused on modifying the wording and replace the question with another, and they confirmed its validity
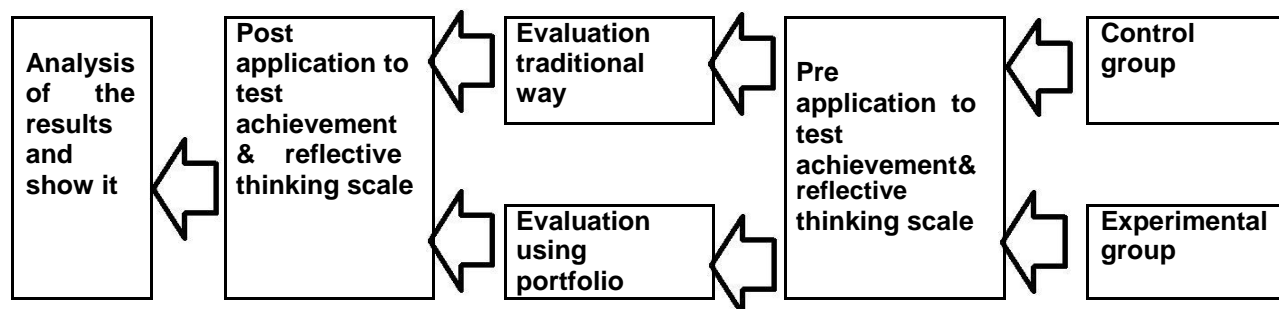
Figure 1: illustrates the steps of quasi-experimental design

to measure the title of the study internally and externally, the necessary adjustments proposed by the arbitrators were conducted, and the validity was calculated statistically by internal consistency (correlation coefficient between the grade of each paragraph and the total grades of the test) the correlation coefficients values ranged between the grade of each paragraph of the writing performance test with the total grade of the test between (0.54-0.71), and all these values statistically significant at the level of significance (0.05) or less, and this refers to the validity of the scale.

7 – Workout the test on an exploratory sample consisted of (25) students, from outside the original sample of the study and have the same characteristics. After analyzing the results of the exploratory sample the following have been calculated:

Calculation of the reliability of the writing performance skills in several ways as follows:

Table 1 shows that the reliability coefficient of the writing performance skills test convergent and high, and indicate the test has high degree of reliability.

- Calculate of test time, by calculating the arithmetic mean of the time it took the first student finished the test and the last student finished the test where it was (40) minutes.

- Calculate the coefficient of difficulty, ease and discrimination. The items with coefficient of ease more than (0.3) and less than (0.8) were accepted, and based on the ease and difficulty coefficient two paragraphs has been deleted , and the number of the test paragraphs become (38) paragraphs.

- Calculate the discrimination coefficient by applying the following formula: accept the items with the discrimination coefficient from (0.4) and more, and based on the discrimination coefficient (3) paragraphs of the test has been deleted, and adjust the test in light of the results of the analysis; the number of paragraphs in the final image became (35) items measure the writing performance skills among sixth elementary grade. All statements have been located in the acceptable range for difficulty coefficient where the values of difficulty coefficient ranged from (0.32-0.79), as well as all values of discrimination coefficients from (0.40) and more, which are acceptable values.

- The application of the test in its final form on the two groups of the study of the pre and posttests, and correct it; to conclude the results of the study, through determining one grade to correct answer and zero to wrong answer, and the total grades for the total test was (35).

Second: Reflective thinking test

The researcher constructed a test to measure the reflective thinking skills among student of the sixth elementary grade, and was constructed according to the following steps:

1 –Determine the goals of the test, where the test is designed to measure reflective thinking skills among students of the sixth elementary grade, namely: (visions, detect fallacies, to draw conclusions, to give convincing explanations, put proposed solutions).

2 – Prepare the test paragraph to commensurate with the previous five reflective thinking skills of multiple choice, where each question includes four alternatives, only on correct and the rest wrong but it is apparently convincing, and called disguise or dispersants. The researcher took into account when drafting the paragraphs to be: comprehensive of the objectives to be measured, clear and far from the mystery and confusion, linguistically correct and easy and appropriate to the level of students, procedural drafting.

3 –Determine the value of each skill compared to other reflective thinking skills, and determine the value and importance of each statement of the reflective thinking test.

4 – Constructing reflective thinking according to specification table, the test in its initial image consisted of (40) items of multiple choice type, this type of questions was chosen because it enables the researcher to measure the extent of achievements of all educational objectives associated with learning outcomes, and the degree of validity and reliability was high and easily corrected; it can be corrected with perforated key, easy to be entered though the input programs and can also analyze the results statistically, as well as reduce guessing the correct answer to a minimum. Especially since

Table 1: Reliability coefficients of the writing performance test

Measure	Cronbach's alpha	Split - Half		Kiodr Richardson (21)
		Jtman	Spearman Brown	
Writing performance	0.89	0.81	0.83	0.88

four alternatives were drafted for each paragraph of the reflective thinking test prepared for this study.

5 – Measuring test validity through presenting on a group of arbitrators from professors of education colleges in some Saudi universities, and some of the supervisors and teachers of English in the Ministry of Education in Saudi Arabia, adjustment has been done according to the recommendations of the arbitrators, where paragraphs become (40) paragraph.

6 – Calculate the validity of the internal consistency: it refers to the degree of correlation between the paragraph and the total grade of the test according to the correlation coefficient Pearson equation, the correlation coefficient values ranged between one grade for each paragraph of the reflective thinking test with the total value of the test between (0.58-0.73), and all these values are statistically significant at the level of significance (0.05) or less, and this refers to the validity of the scale.

7 – Prepare an answer sheet on reflective thinking skills test, and form the test instructions, and prepare it on a separate sheet, include clarifying the objectives of the test, and the way to answer paragraphs, and by clarifying example of the way to answer.

8 – Experimentation of test in its initial image on the same expletory sample that was used in the literary taste and consisted of (25) students. So to take advantage of them in determining the following:

- Calculate the reliability of reflective thinking scale through the application of the scale on the same expletory sample, which consisted of (25) students from outside the original sample of the study and have the same characteristics, the calculation was done in several ways.

Table 2 shows that the value of coefficient Cronbach's alpha for reliability amounted (0.88), and amounted in Jtmn split half (0.73), while amounted in Spearman Brown and Kiodr Richardson equations (0.74), and all these values are convergent and high, which indicates the high reliability of the reflective thinking scale.

- Calculate the time needed to answer it, by recording the difference between the time it took the first and last student to answer it; where the average time required to perform the test (30) minutes.

- Calculate the difficulty and discrimination coefficients, and accepted items with ease coefficient of more than (0.3) and less than (0.8), and based on the difficulty and the ease coefficients (3) paragraphs of the test were deleted, the number of the paragraphs of the test became (37) paragraph, and after calculating the discrimination coefficient items with discrimination coefficient from (0.4) and more were accepted, and

based on the discrimination coefficient two paragraphs of the test has been deleted, and adjust the test in light of the results of the analysis; number of paragraphs in its final image (35) paragraph, all statements were located within the acceptable range of difficulty coefficient; the values of difficult coefficient ranged between (0.30 – 0.78), as well as all values of discrimination coefficient from (0.40) and more, which are acceptable.

9 – Test application on the two groups of the study pre and posttest, then test correction; by allocating one grade for each paragraph; the final grade of the test become (35) .

Application of the Study

1 – A meeting was held with the experimental to inform them about the way to work with portfolios as well as to clarify the procedures that they are doing: perform the required tasks, arrange the contents of the portfolio, documentation of all the work done by the student within the file by writing the day and date, and retention models of self-assessment.

2 – Divide the students into two groups in each school; experimental and control group, (50) students in the experimental group, and (50) students in the control group.

3 – Apply the two tests in their final image using the pretest on the two groups of the study, correct them; by giving one grade for the correct answer, and zero for the wrong answer and the total grade for writing performance test (35) grades, and for the reflective thinking test (35).

4 – Use the portfolio in evaluating the experimental group students, for over five weeks two with two quotas per week,while the ordinary method was applied in the evaluation of the control group.

5 – Apply the two tests in their final image using the protest on the two groups of the study, and correct them, collect data, proceed with the statistical procedures, and analyze it; to get results, and interpret it; to make recommendations, the proposed research.

RESULTS OF THE STUDY, INTERPRETATION AND DISCUSSION

First hypothesis: There are no statistical significant differences between the mean grades of the experimental group and the mean grades of the control group in the development of writing performance skills in English language due to using portfolios as a means of evaluation. And to check this hypothesis first calculate

Table 2: The reliability coefficient of the reflective thinking scale

Measure	Cronbach's alpha (21)	Split- half		Kiodr Richardson equation
		Jtman	Spearman Brown	
Reflective thinking	0.88	0.73	0.74	0.74

the arithmetical means and the standard deviation for grades of the achievement test (pre –post) of writing performance skills in English language for the two groups of the study and the following table shows that.

Table 3 shows the presence of differences between the grades of the two groups in the pre-test, in favor of the control group; where the arithmetic mean of the grades is the highest, and in spite of that, any impact of the pretest on the post test is adjusted through the use of accompanying contrast analysis. The table also shows that the arithmetic mean of the post application of the achievement test of writing skills in English language for the control group, and to find out whether the differences between the mean grade of the two groups in the post application grades of the achievement test of writing English skills statistically significant, the accompanying contrast analysis, the following table shows that.

Table 4 shows that the P-value of the associated variable in the pre-test is equal to (4.75), at the level of significance (0.03), which is statistically significant at the level (0.05), and this means that there are differences between the grads of the two groups at the beginning of the experiment (pretest). After adjusting the pretest effect through using the accompanying contrast analysis it shows the value of (P) for the experimental effect between the two groups was (1301.5) at the level of significance (0.000), and this value is statistically significant at the level of significance (0.05) or less; which indicates the presence of statistically significant differences between the mean grades of post application to test performance after adjusting the effect of pretest, in favor of the highest arithmetic mean which is the mean of the experimental group, which means that there is a positive effect of the independent variable in increasing grades of writing test among students of sixth elementary grade then calculated the effect of the experimental treatment on the grades of the writing test in English amounted (0.965), and this value indicates- according to Cohen standard- to the presence of a significant effect of experiment treatment on the grades of the posttest application to writing test in English; therefore, rejects the first hypothesis of zero and accept the alternative; which means the presence of statistical significant differences between the mean grade of the students of the experimental group and the mean grades of students in the control group in development of writing English performance skills due to the use of portfolios as a means of evaluation.

This result can be explained that the use of the portfolio has contributed in developing the academic achievement of writing English skills among the experimental group; by virtue of its features in the interaction and the continuous communication between the teacher and students, and create an educational environment based on the self and independence, and focuses on the needs and interests of students, which make learning more attractive; that contributed to the improvement of the acquired skills and improve it, and obtain experiences smoothly and easily, and achieve the independence of learning, also enhanced the confidence and motivation among students, and helped them to learn according to their own abilities, and provided many opportunities to link lessons to real life, and achieved the function of knowledge, and that was claimed to be absorbed and understood; if associated with the reality of students, the use of the portfolio also helped the repetition of follow-up and revision whenever the need arises, all this led to the development and improvement of academic achievement among the experimental group, and install what they have learned, and thus achieved increasing the degree of their understanding of English writing skills, and the results of this hypothesis consistent with the results of the study of Kharabsheh (2004), which resulted in the superiority of the experimental group in written expression and that its performance was evaluated by using the alternative evaluation method, which include the portfolio, and the study of Hayat Agha (2004), which concluded the superiority of students of the portfolio group (the first trial) and the presence of statistically significant differences between the students of the portfolio group and the students of cooperative learning group, in favor of the portfolio group. And the study of (Anderson, 2002) and (Stone, 1998) that revealed the effectiveness of the portfolio in the self-evaluation and professional development, and the studies of (Chen, 2006) and Huda Abdel Rahman (2006), (Carner, 2010), (Tosun&Zorba, 2011) which reached in its entirety to the effectiveness of using the portfolio in learning and teaching skills, the study of (Aydin, 2010) and Al Hosni (2010), which stated that portfolios participate largely and influentially in improving writing skills and vocabulary stocks. And agreed with the current study to focus on the English language writing skills at the intermediate level, and the current study agreed with what resulted from the study of (Zhang, 2011)in the need to focus on the evaluation method when teaching English as a second language, and confirmed the results of the study (Kabilan & Khan 2012) that the use of portfolios in teaching English language is effective and would strengthen the role of the teacher in delivering understanding among

Table 3: The difference between the two groups in the two applications pre and pot test for the test of English writing

Group	Number	Pre-test Arithmetic mean	Standard deviation	Post- test Arithmetic mean	Standard deviation
Experiment	50	10.04	1.98	16.28	1.37
Control	50	9.76	1.61	31.24	1.66

Table 4: Significant differences between the mean grades of the two groups of the study in the post application for the test of writing English

Resources of differences	Total squares	Degree of freedom	Mean square	P value	Significant	Effect size
Associated variable	10.24	1	10.24	4.75	0.03	0.092
Experimental effect	2806.82	1	2806.82	1301.5	0.00	0.965
Remaining	101.36	47	2.16			
Total	2917.42	49				

students, and to promote the teaching activities and language skills they have.

Second hypothesis: there are no statistical significant differences between the mean grades of the experimental group students and the mean grades of the control group students in improving reflective thinking skills in English language due to the use of the portfolio as a means of evaluation, and to check this hypothesis the arithmetic mean and standard deviation for the grades of measuring reflective thinking skills has been calculated for the two groups in the two tests (pre –protest), and the following table shows this:

Table 5 shows the differences between the grades of the two groups in the measurement of the pretest for reflective thinking skills in favor of control group; where the arithmetical mean grades is the highest, but the difference between the two mean was simple, refers to the similarity and equality of the two groups before the test. However, any impact of the pretest measurement on the posttest measurement is adjusted through the use of accompanying contrast analysis. The table shows that the arithmetical mean of the posttest measurement for reflective thinking skills of the experimental group was (31.20) higher than the arithmetical mean of the posttest measurement for reflective thinking of the control group was (15.29), and to find out whether the differences between the mean grade of the two groups (control – experimental) of the posttest grades for reflective thinking skills are statistically significant, where the accompanying contrast analysis was used, the following table shows that.

Table 6 shows that the P-value of the associated variable (pre-test) was (0.70), at the level of significance (0.41), which is statistically significant at the level of (0.05), and this means that there is difference between the grades of the experimental and control groups at the beginning of the experiment (pre-test). The P value the experimental effect between the two groups (experimental – control) (898.34) at the level of

significance (0.000),and this value is statistically significant at the level of (0.05) or less; which indicates the presence of statistically significant differences between the mean grades of the posttest measurement for reflective thinking of the two groups of the study; after adjusting the impact of pretest measurement, in favor of the highest which is the mean of the experimental group; which means the presence of positive impact of the independent variable in increasing the grades of reflective thinking test. To reveal the effectiveness of the portfolio in the development of reflective thinking skills among students of sixth elementary grade then calculating the effect size of the experimental treatment on the measurement grades of reflective thinking skills amounted (0.965), and this value indicates- according to Cohen standard- to the presence of a significant effect of experimental treatment on the grades of post application of reflective thinking test. Therefore, rejected the zero of second hypothesis, and accepted the alternative; there are no statistical significant differences between the mea grades of students of the experimental group and the control group in the development of reflective thinking skills in English language due to the use of portfolios as a means of evaluation.

This result can be explained that the use of the portfolio by the experimental group in teaching and learning writing skill in English has achieved a high level of thinking ; through the effective participation of students in various educational situations, and exposure to many of the stimuli that challenge their abilities, and urging them to seek knowledge and experience, all that may help them to the see the variables, and understand the relationship between them, and control it, watch the results; which led to the use of many of the higher-order thinking skills and activate it; such as reflection and observations, search and detect fallacies, and access to the findings, interpretation and forecasting and criticize and evaluate to provide convincing explanations, and careful judgments to put the proposed solutions and

Table 5: The difference between the two groups of the study in the two applications pre and post for reflective thinking test.

Group	Number	Pre-test Arithmetic mean	Standard deviation	Post-test Arithmetic mean	Standard deviation
Control	50	8.68	1.43	15.20	2.02
Experimental	50	8.56	1.26	31.20	1.73

Table 6: Significant differences between the mean grade of the two groups of the study in posttest of reflective thinking test

Resources of differences	Total squares	Degrees of freedom	Mean squares	P-value	Significance	Effect size
Associated variable	2.50	1	2.50	0.70	0.41	0.015
Experimental effect	3201.54	1	3201.54	898.34	0.000	0.950
Remaining	167.50	47	3.56			
Total	3371.54	49				

Table 7: Correlation relationship between the grades of the experimental group in the posttest application of writing English skills and the grades in reflective thinking test

First variable	Second variable	Correlation coefficient	Statistical significance
Degrees of literary taste skills	Degrees of reflective thinking skills	0.989	0.001

provide supported evidence, and balance proposed alternatives, re-planning and review learning process; through reviewing idea loudly, which provided opportunities for effective participation, and positive communication, and exchange opinions between students and teachers and helped to give self-confidence, self-realization and achieved the keen of students to learn the content effectively. The result of this hypothesis consistent with the results of the study of (Westbrook & Rogers, 1991) which showed the improvement of the experimental group in reflective thinking and the ability to carry out scientific verification; in favor of the experimental group. The study of Azzo &Fathiya Allallo, which showed the presence of statistical significant differences in reflective thinking in favor of educational science students, and the study of Rashid (2003) which stated the presence of statistical significance differences in favor the experimental group. Al Ba'li (2006) study which resulted in the presence of statistical significance differences between the mean grades of the students in favor of post application, and the effect size was large, the study of Jehan Ammari (2009), which explored the impact of the use of roles played in the teaching of reading on the development of reflective thinking and resulted in the presence of statistical significant differences in favor of experimental group, and recommended focusing on the development of modern and innovative curricula and methods of teaching work on the development of reflective thinking.

Third hypothesis: there is no statistically significant correlation between the mean grades of the experimental group students in writing performance of the English

language test and mean grades in the measure of reflective thinking skills in English due to the use of portfolios as a means of evaluation. And to check this hypothesis used Pearson coefficient of correlation to measure the correlation relationship, and the results were shown in Table 7.

Table 7 shows that the value of Pearson's correlation coefficient amounted (0.989), a statistically significant at the level of ($\alpha \leq 0.05$), and indicate that the increase in the grades of writing performance in the English language accompanied by an increase in the grades of reflective thinking. Thus, the results of this hypothesis lead to reject the third hypothesis of zero and acceptance of alternative, which means the presence of correlation relationship statistically significant between mean grades of the experimental group in the writing performance of English language due to using portfolios as a means of evaluation. This result explains that the portfolio has created opportunities, appropriate and intensive and interesting educational environment that helped the experimental group students to acquire the knowledge and the development of reflective thinking skills; through the availability of organized serial of experiences provided to them, and to gain a logical and functional skills that reveal the extent of their understanding of writing skills in English and the good use of it, and the self-questions of peers evaluation or the self-evaluation or performance evaluation have attracted the attention of students, and simplified for them ways of interaction and communication with English language lessons, and made them achieve self-confidence and self-realization, and proceed in learning and acquire writing skill in English

according to their abilities and readiness, and this in turn had an effective role in developing the academic achievement of Arabic writing skills, and that the use of the portfolio led to the use of a variety of activities, require practicing multiple mental skills, such as meditation, and research, investigate and accuracy in checking the results and the interpretation, analyze, derive, explanation, evaluation, and issuing judges, and this turn led to the development of reflective thinking skills. The result of this hypothesis agreed with the results of Jehan (2009) study which stated the presence of statistically significant differences in favor of the experimental group in reflective thinking skills, and the presence of statistically significant differences in favor of high achievement in the experimental group, which confirmed the presence of a statistically significant correlation between the academic achievement and thinking, and the study recommended a focus on the development of modern and innovative curricula and learning methods work in the development of reflective thinking, and the researcher attributed that result to strategies and modern methods in teaching and evaluation that will help develop that positive correlation relationship.

Through previous results we can answer one of the main questions of the study; it is that evaluation by using the portfolio has contributed to the development of writing performance skills and reflective thinking through English language course among students at the sixth elementary grade in the city of Taif.

SUMMARY

The study revealed the following results:
- The presence of statistical significant differences at the level of significance between the mean grades of students in the control and experimental groups in post achievement test of writing performance skills; in favor of the experimental group.
- The presence of statistically significant differences at the level of significance between the mean grades of students in the two groups control and experimental in reflective thinking test; in favor of the experimental group.
- The presence of positive correlation relationship statistically significant between the grades of students in the experimental group in post achievement test of writing performance and the grades in reflective thinking test.

RECOMMENDATIONS

In light of the results of the study the researcher recommends the following:
- Take advantage of authentic evaluation methods and the portfolio in particular in the evaluation of the linguistic performance among students in public education; through

applying in the field of teaching the English language course to all students of public education; for its effectiveness.
- Take advantage of the writing performance test provided by the current study, develop and apply to the students of the sixth elementary grade, to determine the degree of possession of writing performance skills in English language necessary for them.
- Holding training courses for supervisors and teachers of English language to be trained in the use of self-learning patterns and methods of authentic evaluation in planning, implementing and evaluating English language lessons, and train students on it later.
- Linking the teaching of English language with the development of thinking, especially reflective thinking; through paying attention to the development of skills during the development and implementation of the English language curriculum.
- Take advantage of reflective thinking test presented by the current study, develop and apply to students at the sixth elementary grade; to determine the degree of possession of reflective thinking skills necessary for them.
- Holding training courses for supervisors and teachers of English language; to train them on using English language courses in the development of reflective thinking skills among students.

Suggestions

In light of the results of the study and its recommendations the researcher suggested the following:
- Conduct an evaluative study to measure the extent of ability of teachers of English to make use of self-learning patterns and methods of authentic evaluation in teaching English language skills.
- Conduct a further study to measure the impact of the use of modern strategies in teaching English language to the development of higher-order thinking skills among learners.
- Conduct an evaluative study to measure the extent of ability of teachers of English language to make use of English language courses in the development of higher-order thinking skills among students.
- Conduct further studies to identify the effectiveness of portfolios as a means of evaluation and teaching in the of language skills, in other stages and other educational materials.

REFERENCES

Abu J, Subhi H & Jamal MJ (2007). "The effect of using student/teacher of the portfolio in the achievement and attitudes towards university education", Journal of Damascus University for Educational Sciences, vol. 23, no. (1), United Arab Emirates, Ajman University of Science and Technology, Faculty of Education, p.159-232.

Ibrahim, Majdi Aziz (2009) : "Glossary of terms and concepts of teaching and learning" Cairo,

Agha HZ (2004). "The use of portfolios and collaborative learning in the development of written expression and creative skills of tenth grade students in Palestine" unpolished PhD thesis, Ain shams University Faculty of Education, Cairo.

Abdul R, Huda MM: "The impact of the use of a portfolio in the development of literacy competence of university students and its impact on the linguistic performance and self-concept of literacy ", magazine research in Education and Psychology, **20**(3), Minya University, Cairo, p. 87-111.

Bakkar N, Ahamd A, Mounira M (1422). "The portfolio as a milestone in the development of education in the twentieth century " Journal of Educational Science, second edition, Cairo University, Institute of Educational Studies, p. 143-163.

Al Hosni N, Bint A (2010). " The impact of the use of student achievement in the development of writing skills and motivation towards it among students at the tenth grade in Sultanate of Oman," Master unpublished , Curriculum and methods of teaching department, Faculty of Education, Yarmouk University.

Kharabsheh B, Abdul R (2004). "Theimpact of the use of alternative evaluation methods in the performance of ninth- grade students in written expression "unpublished master thesis, Faculty of Education, University of Jordan, Amman.

Khaza'leh M, Al Sukhni H, Al shaksy A, Shobaki A (1432). "Educational strategies and skills of Educational contact" Dar Al Safa for publication and distribution.

Al Said J (1997). "The effectiveness of some educational strategies on the achievement of students in public secondary schools dependent and independent for cognitive domain and their skill in solving physical problem" unpublished PhD thesis, Faculty of Education, Al-Azhar University.

Abbas H, Wassef S (2010). "Effective use of the portfolio in improving academic performance and the trend towards self-learning among students of the Faculty of Specific Education, Mansoura University, published research, The Scientific journal of Education No. V Volume XIII, pp. 43-70.

Abido MA (2009). "The effect of using the portfolio to raise achievement motivation of tenth grade students towards learning science", unpublished master thesis, Faculty of Education, Yarmouk University, Irbid.

Irfan K (2004). "Overall cumulative portfolio and obstacles to use it in our schools", Cairo, The World of Books.

Allam S, Al Deen M (1430). Educational Measurement and evaluation in the teaching process ", Amman, Dar Al Masseera for publishing and distribution.

Filimban M (1431AH-2010). "The reality of the use of the Arabic language teachers the portfolio in evaluating the linguistic performance among students at sixth elementary grade in Mecca", unpublished master thesis, Faculty of Education, Umm Al Qura University, Mecca.

Alshaouli AA (2003). "Effectiveness of a program based on self-learning in the development of the linguistic skills relevant to written expression", unpublished master thesis, Faculty of Education in Domyat, Mansoura University.

Attallah AH Zuhri S (2004): "The effectiveness of self-learning with the educational bags in teaching of literature and texts on the immediate and delayed achievement among students at the first secondary grade according three levels of their cumulative grades ", Journal of the Egyptian Society of curricula and teaching method, number 95, July, The Egyptian Association for Curriculum and Teaching Methods, Faculty of Education, Ain Shams University, Cairo.

Attieh JS (2006). " The effectiveness of beyond knowledge strategies in the development of reading comprehension skills among students and learning difficulties in the preparatory stage", Journal of the Faculty of Education, **16**(67), Banha University, Faculty of Education, p. 142-176

Allam SA (1428 AH). "Alternative educational evaluation based on theory, method, and field applications", Cairo, Dar Al Fikr Al Arabi.

Azzo A and Lulu F (2002). "Level of relative thinking skills in field training problems among students of the Faculty of Education at the Islamic University- Faculty of Education, Gaza-Palestine.

Al Amawi JA (2009). "The effective of the use of the roles played on the development of reflective DarthinkingAl-Zahraof theLibrarythird. grade students", unpublished master thesis, Faculty of Education, the Islamic University of Gaza.

Rashid HM (2003). "The effectiveness of reflective teaching in the development of some of the skills necessary for the Arabic language teachers for bilingual students", magazine Reading and Knowledge, Faculty of Education p. 25

Al Ba'li I and Adelaziz M (2006). "Proposed unit in physics based on the survey for the development of some of the reflective thinking skills and the trend towards the subject among students of first secondary grade, the Journal of studies curriculum and methods of teaching, no. 111 February 2006, The Egyptian Society of curricula and teaching methods, Faculty of education , Ain Shams Universtiy, Cairo, P. 15-52

Abdel H and Nabil AH, Abdul A and Cindy K (2003). "Skills in language and thinking", Amman, Dar Al Masseera for publication and printing distribution.

Abdel H and Fouad A (2007). " The effectiveness of the use of self-directed question in teaching reading on the development of reading comprehension and critical thinking among students of the secondary stage", Journal of the Faculty of Education in Fayoum, no.7. pp. 101-165

Jarwan, Fathi Abdelrahman (1999): "Teaching thinking concepts and applications", Al Ein, 1st floor, Dar Al Jameei.

Scrage F (1995). "The enrichment reflective thinking process", translated by Abdulaziz Abdel Wahab Albabteen, Riyadh, The Arab Bureau of Education for Gulf States.

Kharabsheh BA (1425-2004). " The impact of the use of alternative evaluation methods in the performance of students at the ninth elementary grade in written expression", unpublished master thesis, University of Jordan, Faculty of higher studies,

Qassim A (2002). "Language and communication of the child", Alexandria – Alexandria book center.

Qahoof AI (1428). "The impact of linguistic activities related to the portfolio in the development of some of the reading and writing skill among students at the sixth elementary grade", unpublished PhD thesis, Egypt, Ain Shams University, and Faculty of Education.

Alqasaimeh MA (1430). "General teaching methods and evaluation ", Amman- Dar Al Safa for publication and distribution.

Majeed S (2011). "Contemporary developments in educational evaluation", Amman- Dar Al Safa for publication and distribution.

Mahmoud A and Bkheet M (2006). "The effect of using authentic evaluation (portfolio) on the development of some of the sport communication skills and the trend towards mathematics among students at the elementary grade the survival of the impact of their leaning", the eighteenth science conference titled Education and building the Arab human, Egypt, Cairo.

Manssi MA (1424). "Educational evaluation and principles of statistics", 2nd floor, House of University Knowldege, Alexandria.

Al-Najjar F (2011). " Technical basics for writing and expression", Amman , Dar Al Safa for publication and distribution

Anderson T (2002). Alternative assessment ideas.University of Sioux falls.

Aydin S (2010). A Qualitative Research on Portfolio Keeping in English as a Foreign Language Writing, The Qualitative Report Volume 15 Number 3 May, Balıkesir University, Balıkesir, Turkey.

Arter JD (1996). Professional Inquiry Kit :Assessing Student Performance .Alexandria ,va :Associaton for Supervision and Curriculum.

Barrett HC (2007). The Research on Portfolios in Educational.2007

Mewborn D (1999). Reflective Thinking Among Prservice Elementary Mathematics Teachers. Journal for Research in Mathematics Education. Vol.30. No.3, pp316-341.

Halton N & Smith D (1995). Reflection in Teacher Education: Towards Definition and Implementation. Teaching & teacher Education. Vol.11, pp.13-18.

Phan HP (2009). Reflective thinking, Effort, persistence, Disorganization and Academic performance.

Pollard,A.(2002):Reading for Reflective Teaching. London. continuum.E.

Van Z & Roberts D (2001). Using Pedagogical Inquires as A Basis for Learning to Teach :Prospective Teachers' Reflections upon Positive Science Learning Experiences Science Education. International Journal of Science Education, **85(**5),pp.733-757.

Weast, D.(1996):Alternative Teaching Stategies: the case for Critical Thinking Teaching Sociology. Vol.24, pp.189-249.

Westbrook S & Roger S (1991). An Analysis of Relationship between students-Invented Hypotheses and the development of Reflective Thinking Strategies. Paper Presented at the Annual Meeting of the National Association for Research in Science Teaching Geneva, wi, April,7-10

Danielson C, Abrutyn L (1997). An Introduction to using portfolios in the Classroom ,United States of America,Association for Supervision and Curriulum Development

Humelo D & Ferrai M (1999). The Problem-based learning Tutorial: cultivating higher order Thinking skills. journal for the Education of the Gifted, 20(4).401-422**.**

Kabila, Khan MK, Mahbub A (2012). Assessing Pre-Service English Language Teachers' Learning Using E Portfolios: Benefits, Challenges and Competencies Gained, Journal Articles; Reports – Research.

Mayor CA (2006). Integrating multimedia technology in a high school EFL program ,English Teaching Forum **44 (**3), USA.

McLaughin J and Lewes R (1994). Assessing special students (4thed).Macmillan college Publishing Company,Inc.

Mueller J (2010). Authentic Assessment Toolbox ,What is Authentic Assessment?.

National Education Association.(1993**(** .Student Portfolios Washington, D.C :National Education Association .Retrieved in 21/8/1433H. From http://www.nea.org/.

Porter C & Cleland J **)**1995). Portfolio as a learning Strategy ,Boynton/Cook Publisherers,Inc.

Potter EF (1999). What should I put In my Portfolio? Supporting Young Children's Goals and Evaluations. Childhood Education, 75, (4). P. 210-214.

Curry S & John C (2000). Portfolio Based TeatcherAssesment.Thrust for Educational Leadership,29,(3),p.34-37.

Manning, Maryann(2000). Writing Portfolio. Teaching pre k-8,30,(6),p.97-80

Copenhaver R, Jan EW, Alice Y & Terry LJ (1997). Promoting Preservice Teachers, Professional Growth ThroughDevelepmentalProtfolios. The Teacher Educator. 33, p. 103-11

Fahey PA & Joan CF (1997). Assessing Oral Presentations of Student Teatcher Showcase Portfolios. The Educational Forum, 61, p.354-9

Scanlan PA & Delores EH (1996). External Review of Portfolio in preservice Teacher Education Studying Our Own Practice. Reading Horizons,36,p.297-316.

Goldsby DS & Minaz BF (2000). Technology's Answer to Portfolios for Teachers Kappa Delta Pi Record, 36,(3),p. 121-3.

Stone,ABernniee(1998): problems, Atfalls , and benfits of portfolios teacher education quarterly 25 Pp.104-144

Tosun et al. (2011). Enriching kindergarten learners' English by using language portfolio and additional instructional materials, Contemporary Online Language Education Journal, 2011, 1(2), 35-43.

Winzer ,W.Portfolio use in Undergraduate special education introductory offerings. International Journal Of Special Education. Vol(71) 2002.

Zhang F (2011). Portfolio of Teaching English as a Second Language, Peabody College, Vanderbilt University.

Yost D & Sentner S (2000). An Examination of the Construct of Critical Reflection: Implication for Teacher Education Programming in the 21 st Century. Journal of Teacher Education.Vol.1, No.1, pp.39-50.