Formative Assessment, using Portfolios in the EFL Classroom to Improve writing skills.

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Abstract

Formative assessment should be the main purpose nowadays in schools, and students` interest must lie in the quality of the information given by teachers and the way this information is been taught, and not in the manner they are assessed or evaluated. The quantity and the quality of the knowledge that students could receive in classrooms is the only significant thing that matters in the whole educational process.

Over the years there have been different techniques to enhance the teaching processes at school resulting in bad, regular, or excellent approaches at the time of improving the students` competencies and skills. This research was an attempt to determine the importance of using portfolios as a tool of the formative assessment to improve writing skills. Using instruments like participant observation and rubrics, this research pretends to show an interesting way to implement strategies to improve second-grade students` writing skills. Keeping in mind how difficult is teaching English to a public-type population, this paper shows some simple teaching strategies that can be applied to primary children, particularly to second-grade students, to foster a better approach to assess using formative assessment.

**Keywords:** Formative assessment, participatory observation, portfolio, rubrics, self-assessment, peer-assessment.
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1. Problem Statement

To keep students’ interest in what they are learning at school, especially when learning English as a foreign language (EFL), is an essential matter for teachers. The purpose of the school is to train students in the best possible manner and to provide a comfortable environment where the main determination is to improve their cognitive skills.

Regularly, students are assessed with numbers through quizzes, homework, oral tests, and so on; focusing on what they learn daily is what matters and not in the way they are evaluated. Students should learn in an atmosphere free of pressure for grades; students need to acquire what they learn at school, just thinking about their learning experiences and not how those lessons are going to be evaluated. This kind of pressure may produce feelings of anxiety and insecurity in students; likewise, what they learn at school may cause that their learning will not have real meaning in their cognitive development. This research will focus on formative assessment using portfolios as a tool for assessing EFL. The use of portfolios as a tool of assessment demands good writing skills from the students as different studies have proved, like Uçar, and Yazıcı. (2016); Abdul and Yusoff (2018); Lacerda and Gomes (2012).

In line with this, writing is an important skill that all people should develop suitably, hence the relevant to teach that skill aptly to children from the very beginning at school. When kids are starting their first academic years is when teachers should pay much more attention to teaching the correct technique of writing. According to Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés; Guía 22: “children at the age of six or seven years old pursuing second grade, must be capable
of writing and transcribing understood words, write the name of some acknowledge
places, answer some brief questions”.

Additionally, to accomplish the criteria advised in "Guía 22", that is to expand
the possibilities for teachers to seek diverse forms of evaluating students and refine the
process of evaluation through the formative assessment, students must fulfill all the
requirements of writing properly.

Accordingly, trying to achieve meaningful learning must be the primary
purpose for teachers when teaching at schools. The implementation of formative
assessment for teaching with meaningful learning should be the main objective for all
the teachers at school because that would be the best way that students will remember
what they have learned in their future. One technique to do this is through the use of
portfolios as a tool to improve the writing skills and this way enhance how students
feel when they are evaluated.

This research is carried out taking into account the low levels in the teaching
of EFL in different institutions of Colombia in the first years of formal education. In
Colombia, article 21 of the “Ley General de Educación ley 115 de 1994” stipulates
that educational establishments must offer their students the learning of a foreign
language from the basic level. Consequently, the “Ministerio de Educación Nacional
(MEN)” defined in the Nineties the Curricular guidelines to guide the teaching and
learning process of the students in basic and middle education. Nevertheless, most
students still have a low level of English (< A1-A1: Basic), which derives from the
low communicative competence in the foreign language of most of the teachers that
teach in the English area (A1 and A2: Basic).
Despite initiating the process of education in EFL defined by the MEN, it is still common to see the deficit that occurs in Colombia. According to the latest English level index published annually by the Education First company English Proficiency Index (EF EPI), the country is still at a very low level in the domain of this language, even though the results showed that there was an improvement in contrast to 2015. The results are compared based on The Common European Framework of Reference for Languages (CEFR) adopted by the MEN at the end of 2004. This allows to present a panorama associated with the situation of EFL in Colombia and to evaluate the perspective of the goals to reach in the institutions. According to Education First, the results reported of the low levels of English in Colombia went from place 57 in 2015 (among 70 countries) to 49 (among 72 countries) in 2016; but in 2019 fell to the position 68 (among 100 countries), locating the country at a low level.

Through formative assessment, this research pretends to contribute to the improvement of those low levels, this will be achieved by introducing the use of portfolios as a means of improving writing skills to reach the objective.

Assessment ways are necessary to go forward with the current course of action in education, for that reason, it is mandatory to keep moving and seek different approaches to assessment. The use of portfolios, as an approach in formative assessment in second-grade students, could be an essential procedure to give students the empowerment of their learning process, to improve their writing skills. The influence of active learning and the emergence of communicative approaches became in the search for new learning and evaluation alternatives (Delmastro, 2005).
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It is possible to consider that the implementation of portfolios as an educational tool in formative assessment to improve writing skills, is a step to try to advance on meaningful learning in students, aiming to appropriate the continuous process in writing skills ‘acquisition of English as a foreign language (EFL). Additionally, this research proposes the following research question: to what extent does portfolio assessment affect second-grade students' overall writing performance?

2. Objectives.

2.1 General objectives.

Determine the impact of a formative assessment tool such as portfolios in second-grade students’ writing skills

2.2 Specific objectives.

- Identify second-grade students’ English level.
- Assess the development of written products of second-grade students.
- Describe the impact of portfolios as a formative assessment tool on students.

3. Literature review

3.1 Previous studies.

New assessment ways are necessary to go forward with the current course of action in education, for that reason, it is mandatory to keep moving and seek different ways of assessment. To introduce the use of portfolios as an alternative form of formative assessment to improve writing skills could be an essential procedure in
primary level students to increase their knowledge and to give students the empowerment of guiding their learning process. As proven in different studies, such as the ones from diverse authors like Uçar, and Yazıcı. (2016); Abdul and Yusoff (2018); and Lacerda and Gomes (2012) that state, the use of portfolios to improve writing skills have been handy because students have improved their skills and sub-skills in writing.

According to Uçar, and Yazıcı. (2016), who studied how to enhance writing skills through the use of portfolios instead of using the traditional method (to write an only final product at the end of the studies); there has been continuous and evident progress in the way writing skills have been improving last years. In their paper, they used the portfolio to improve not only the writing skills but also the way students are assessed and proposed subskills such as focus, conventions, and vocabulary. They also wanted to study student’s attitudes towards the use of portfolios daily in classes. The results obtained from this study are consistent with the previous researches that have found the impact of portfolio assessment on overall writing performance and subskills of writing over the traditional method; additionally, results demonstrated that students acquired more vocabulary and were more organized through the course.

In another study, Abdul and Yusoff, (2018) explore the effectiveness of more authentic classroom assessment using portfolio assessment to evaluate students and how this method can help them to improve their writing when learning ESL. To gather information about how portfolios, improve student’s writing, 11 participants from a school in Kudat district in Sabah were chosen with a set of interview questions adapted from Wafa Fahed (2007) and Losardo and Notari-Syverson (2001). The interview
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questions consisted of process writing as well as how the students felt about the portfolio, what they liked most about the portfolio, what put them down, how much the teacher helped them in their writing, what should be done to improve the assessment and how they felt about the ‘new’ assessment that was taking place in their classroom. The study concludes that the use of portfolios as an assessment tool helps students to communicate better with their teachers about their writing problems. They also concluded that the use of portfolios helps the teacher make better decisions about the student’s progress.

On the other hand, Lacerda and Gomes (2012) argue that “schooling needs to be rethink and reflected because social values and disciplinary know-how are at a time of change, current education needs to respect the multiple intelligences of their Learners”. Thus, to be coherent with this vision, a modality of learning and evaluation originated from the field of art, the portfolio appeared as a promising proposal; despite similar good results with the effectiveness of portfolios and the results considered satisfactory; the researchers recommend additionally, based on the experience that before performing the implementation in the classroom of a portfolio it is necessary to first address the agents involved in the development of the cognitive process of the students as teachers and parents.

It is important to mention the fact that writing in a foreign language for students can turn out to be very tedious; in this regard, Tabatabaei and Assefi (2012) mentioned how difficult is for someone who is learning a foreign language to be a proficient writer, and how the application of portfolio assessment technique could work; These authors wanted to focus their research on written reflection, process, collaboration,
multiple drafting, and functional writing. The results showed that portfolio assessment had a positive significant effect on students' overall writing. “the combination of the portfolio scores and the writing test scores to assess the subject’s writing performance and growth can be beneficial” Tabatabaei and Assefi (2012). They determined that the use of portfolios in the classrooms can offer true information about the student’s progress and give them security when writing allowed a good relationship between teachers and students.

Another important point of view is what Burner (2014) states when he mentions that research mainly focuses on the study of the use of portfolios but in the first language and not in ESL and EFL according to the context. In his research, participants are the beneficial users of portfolio assessment in various second language and foreign-language educational contexts; the author based his methodology on searches in four major databases, citation search, and manual search, in the most relevant international journals; the author also claims that although portfolios have been used as an alternative assessment, they should be used as a tool for formative purposes in the ESL and EFL writing classroom; besides, the paper mentions the huge importance of motivation for students in the classroom while learning to be more efficient in writing. In contrast to the aforementioned study “Tabatabaei and Assefi (2012)”, state that the use of portfolios in the classroom encourages the relationship between students and teachers; students also gain more responsibility for their learning process and are more motivated when they are learning English as a foreign language.

Another relevant aspect worth mentioning in the effectiveness of portfolios as a tool of assessment is the one that Aydin (2010), states when he talks about other
perspectives on the value of portfolios. His research mentions that for learners the effectiveness of using portfolios to improve writing skills in students, have been already seen and studied; but, this effect depends on how teachers and preservice teachers have been prepared to teach those students; for that reason, this paper states that the use of portfolios to enhance writing skills in teachers and preservice teachers will have positive effects alike. They conclude (d) that the use of portfolios in preservice teachers has positive effects in different aspects such as vocabulary grammar, reading and research skills, punctuation and capitalization, and so on. That is to say, the use of portfolios in the learning process, not only will help improving writing skills but also improving reading and research skills. All this will have a positive effect on the organization of paragraphs, essays, and the quality of the written performance

In contrast with the above research, there have been studies that mention more benefits of using portfolios to improve more communicative skills. For Chacón and Chacón-Corzo (2011) The reasons that motivated this study are based on the observation in English class II and in the instrumental French students presented weaknesses in reading and writing strategies in their mother tongue. This issue makes that researchers assume this tends to be reflected indirectly in the processes of writing and reading comprehension in the foreign language. “Experience points out that in the tasks of reading and writing texts in French and English the students emphasize word-for-word translation isolated from a real process of production and reflection on the work done” Chacón and Chacón-Corzo (2011). Participants were 75 students of the education and Social communication careers of the Andes university and students and
researchers agreed on the purpose and procedures for the construction of a portfolio as an autonomous learning strategy of the LE. Also, in this research were used some methods of data collection such as questionnaires and interviews. As result, this research concludes that the portfolio is a valuable tool to promote the metacognitive, reflective, critical, and autonomous processes in the learning of a LE.

Another research of Gonzales (2013) states that students have very low performance in writing skills in English as a second language; the population consisted of students from the first grade of secondary and were divided into two groups, one group with students who used the language portfolio and another group that did not. The most important methods used were: analysis, synthesis, deductive, inductive, descriptive, and statistics. Results were similar to the rest of the papers already mentioned; by using portfolio there was a steady improvement of writing skills; also, the student´s motivation most of the time and excellent guidance from the teacher-led the constant progress in students; the train at the beginning of teachers on the use of portfolios helped them to know clearly what the purpose is when using this tool. An important suggestion from this research is that if students like what they are doing, they are going to feel motivated and even their parents will be an active part of the learning process since all the information can be shared. And a very important piece of information is that grades do not have to be used all the time because the portfolio is a process and not a final product.

Similarly, research of Sierra (2012) about the use of portfolios to enhance writing skills at the university explains that writing in English is one of the biggest problems for students at the beginning at the university; this study was done trying to
identify what would happen if students at the beginning of their studies in English as a foreign language implement the use of a portfolio as a tool to improve their writing skill. This paper explains the importance that reflection about each one of all the documents archived in the portfolios is useful to improve writing. The sample was four students from the first semester in languages with ages from 16 to 18 for 16 weeks and the portfolio was the only source of data and was evaluated considering four aspects; organization, content, quality of reflection, and self-assessment. The results from this research explain the advantages and disadvantages of using portfolios from the beginning of the course. The use of portfolios helped the participants to improve, as, in the other studies, their vocabulary, their grammar used, and their organization when archiving the documents use in classes; the disadvantage was only described as a bad methodology used by the homeroom teacher.

And last but not least, Salameh and Ruba (2016) argue that although summative assessment is still used to evaluate students at the end of an instructional unit, these researchers use formative assessment to help their students to improve their writing skills because in Jordanian ESL classroom are full of students with poor writing performance in primary and secondary education. This research explains the effect of portfolio assessment in tenth-grade students’ writing performance and the writing sub-skills of focus, development, organization, conventions, and word choice. The participants were 40 female Jordanian tenth grade EFL students from the public schools in the North-Eastern Badia; several instruments were used to achieve the point: pre and post/tests, portfolio assessment, and analytical scoring rubric. The results showed that the use of portfolio assessment improve writing skills and also improve
the sub-skills. Constant feedback about the students’ work strengthened them as well as the self-reflection, direction, and assessment involved in portfolio-based instruction promotes critical thinking and learner autonomy.

In conclusion, it is possible to consider that the implementation of portfolios to improve writing skills, as an educational tool for the formative assessment is a step to try to advance on meaningful learning in students aiming to appropriate the continuous process in the acquisition skills in writing English as a foreign language. By finding these types of research, it is evidence that the use of portfolios to improve writing skills will help students to focus on their learning processes and not in the grade that they could receive at the end of the program; although, the reflection written by the students for each task assigned, writing about how they felt when they were doing every activity will help students practicing writing as well. It is important to encourage the students to write about what, why, and how the process of each activity took place; and also, hearten students to empower the whole process but making emphasis at the end of each exercise or task done with the reflection about how students felt doing the activities.

3.2 Theoretical Framework.

3.2.1. Formative Assessment

In general terms, evaluation is “every educational judgment and grade given on a situation or person based on verifiable evidence” (MEN, 1998). But “when the evaluation is used to develop or improve any educative process, it is said to be formative” (López, 2010); this study will address assessments from the formative perspective. When the evaluation is formative, the student can be an active participant
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in his teaching-learning process, as well as the teacher could be a guide for the students. In this line, “formative assessment can also be understood as a gathering of information that helps teachers to make decisions to improve the process” (López, 2010)

According to (Zambrano, Fernandez & González 2014) studies, it can be said that “the assessment continues during the instructional process; and the analysis of the discrepancy between what was designed and what happened, allows to introduce the improvements and the necessary changes in the recipients and the teacher”; that is to say, the constant contributions of both parties concede a continual correction which will help to obtain a complete product, for those who do it and for the ones who will receive it.

Moreover, students participate in the evaluation of teaching and learning processes in three ways: self-assessment, peer-assessment, and co-assessment (Carrizosa, 2011). Those processes try to promote learning and make students be an active part of their performance. Even when there are three ways of assessing, this paper will be limited just to two forms of assessments: self-assessment and peer-assessment.

3.2.2. Self-Assessment

“It is the student's assessment of his job, "self-assessment", combined with a formative perspective or feedback and all the reflections on the evaluation integrated into the portfolio, work tool and student's evaluation” (Pujolá, 2008).

In the same way, (Fraile’s, 2009) states that this type of evaluation is what a person performs on himself or a process and/or personal result. The main characteristic of the self-evaluation is to find that the student is responsible for his development and
result. We must not forget that this type of process can also be used by the teacher, that is to say, he can do self-evaluation. It should be noted that to generate the use of self-evaluation must exist a high degree of confidence from the teacher to the student, which does not exclude from establishing standards designed and negotiated jointly with them. This research intends to use self-assessment to encourage the role that the student has to play in the school on his own. To create a critical habit on the students is one purpose for this study; we consider that teaching the students to have a conscious thought from the very beginning of their studies with evaluating themselves, is a perfect practice for their academic future and for the development of different skills like being more responsible of his or her learning and make them more concentrated on the learning than in the grades.

Thanks to this type of evaluation and through conscious and active reflection, the student can achieve a balanced and fair "self-assessment". That is one of the primary intentions of this research, also achieving a result in which the student is aware of the process developed.

**3.2.3. Peer-Assessment**

Now, another type of assessment will be addressed. “The term peer-assessment is used to refer to evaluations among equals” (Fraile, 2009). That is to say, the assessment that each student makes of the work and performance of his peers.

To nourish this concept, Solano (2014) mentions that “peer-assessment allows establishing a balance between internal and external assessment, as peers, that have observed the process from another perspective”. Through the peer-assessment is
achieved the negotiation of a pattern of results; which the teacher contributes from his
gaze, expressed in the objectives and contents of the subjects, and the students from
their unique construction between the immediate content and the goals that are
established. In this way, we achieve to form a pattern of results socialized between
students and the teacher. This kind of evaluation will be particularly joint with one
data collection instrument “discussion groups”, this will help the professor to establish
a better view of the way each student acts to evaluate his peer; periodically, the
discussion group will attend how to make a proper peer assessment and will allow
improving the way students advance in a better perspective on their partners.

This research considers this type of evaluation as important as the self-
assessment because in this way students will feel committed to the objectives
previously set by all those involved; students will have to take into account that they
need to be carefully objective in the evaluation process.

3.2.4. Portfolio: As alternative Assessment

Although the term portfolio is well known for many people a long time ago in
many fields out of the academic ambiance, education is a little bit newer, having a big
inference in many academic processes around the world. Although it is thought that
portfolios are just a working folder to save tasks, everything that is stored there has a
previous process with clearly well design goals. For Merriam Webster dictionary a
portfolio means different things, for instance:

1. A hinged cover or flexible case for carrying loose papers, pictures, or
pamphlets.
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2. [from the use of such a case to carry documents of state]: the office and functions of a minister of state or member of a cabinet.

3. the securities held by an investor: the commercial paper held by a financial house (such as a bank).

4. a set of pictures (such as drawings or photographs) usually bound in book form or loose in a folder.

5. a selection of a student's work (such as papers and tests) compiled over some time and used for assessing performance or progress.

For this research, the fifth definition is the one advisable to take into account. Also, more studies about portfolios will be cited to inquire into this conception deeply. One definition for the portfolio is: “a selection and collection of documents that show the progress of the students in their learning process; evaluation and self-evaluation as a tool for Learning; And, as a strategy of reflection on the acquired knowledge”. (Bedarnia, n.d.).

Besides, Bedarnia (n.d) mentions that for the National Education Association, the portfolio is a record of learning that concentrates its attention on the student's work and on their reflections on that work. The result of this work is a consequence of the students' and teacher’s efforts and it is indicative of the progress towards the planned goals. Another study by Danielson and Abrutyn (2002) asserts that portfolios, no matter the form, can be used for many different purposes such as: to diagnose, document, or just to learn; the important thing is that portfolios can change the field of learning processes in the classroom, but with clear educators´ objectives.
The portfolio must be, in fact, an organized combination of two components: the process and the product (Danielson and Abrutyn, 2002). First, we have the process that involves collecting and selecting, while the product involves reflection and projection. People may think that the final result of the portfolio, is the most important part because it shows all the tasks, reflections, or any other thing stored in portfolios; but both, the process and the product are equally important. It is necessary to have clear and certain knowledge about the objective, previously planned to have an understandable outcome at the end of the process. This study pretends to enhance writing skills using the portfolio as a tool but having into account that to have good results, objectives have to be organized and well-planned from the process to reach acceptable products.

According to Danielson and Abrutyn (2002), there are three types of portfolios:

1. Work portfolio: It is a general and deliberate collection of productions, according to specific objectives. It is also the observation of actions made by the students.

2. Presentation portfolio: It contains the best works with the object of showing high levels of realization achieved.

3. Diagnostic evaluation portfolio: It is the learning documentation of the student, it is defined of agreement with specific contents, which allows to make observations and to make decisions based on the level of achievement of curricular objectives.

This research will use work portfolios, having into account that the stored of tasks will have specific objectives that pretend to demonstrate if the use of portfolios
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as a tool to improve writing skills in formative assessment, is an advisable instrument to implement in a second-grade classroom. This work portfolio will store all the activities made in classes, no matter if those activities are wrong; the point is to save all that will be written in class to have a better diagnosis at the end of the procedure. Also, a short reflection will be an important part stored in portfolios.

Commensurate to Danielson, C. And Abrutyn, L (2002). The benefits of using portfolios are mainly deduced from the process of creating and using them. Students become very committed to their learning through step selection and reflections, assuming considerable responsibility for this learning and engage in a different relationship with their teachers characterized by being more collegiate than hierarchical.

This research will use work portfolios focusing not only on the tasks develop but also on each reflection mark by the students in every task or activity is done. All these reflections will be printed at the end of the paper of each class with three faces: happy, normal, and sad face, and they will mark just one. Moreover, students will be encouraged to mark one of those faces to know the way they feel doing the homework, so that teachers can change or maintain the way the activities are planned; checking all the activities assigned and checking every reflection based on each assignment, will produce a better conclusion at the final process.

3.2.5. Writing skills.

Everything that has something to do with the fact of teaching students in a classroom, must be taught with real meaning; the education given to students should
be set with the purpose of instilling them good bases for the existent academic system, professional fields, and real-life situations; all this, to help them as much as possible in their future as learners or just normal people that will need certainly different skills to have a better quality of life. The importance of improving writing skills in students from second grade is one of the purposes mentioned in this paper, but keeping in mind that, implicitly, the idea of implementing formative assessment to improve writing skills, will help them to acquire the knowledge of English as a foreign language.

There are many types of techniques to improve writing skills in second-grade students, according to Scott and Ytreberg (1990), some techniques are advisable to help students developing this skill: straight copying, matching, organizing and copy, delayed coping, coping book, dictation and so on. These are the appropriate systems to teach children to improve their writing skills. It is supposed that this study’s participants already know how to write in their mother tongue, for that reason it will be a little bit easier to teach them different methods when writing a foreign language.

Another important note mentioned for Harmer, J (2007), about writing abilities, is the importance of knowing why is it important to develop better writing skills in students. He stated that it is important to make a distinction between “writing-for-learning, and writing-for-writing” because to teach a student how to improve their writing skills must be to help them to work and practice with the language they are studying (in this case, English), and not just to help a student to get better at writing with no meaning. The objective of this paper is to improve writing skills but taking into account that it is not just to help students in writing for writing, but writing for learning English as a foreign language since the very beginning in school.
Anyhow, it is relevant to keep in mind that many written problems can be presented in the process of implementing the use of portfolios as a tool to improve writing skills in formative assessment; according to Harmer, J (2007), we can find three different issues when helping students to improve their writing skills, they are genre, the writing process, and building the writing habit. The genre has to do with the immediate context of the students; it is important to teach known vocabulary for students; to talk or to teach about topics that are not related or that are not familiar with pupils, could make them feel frustration or anxiety in daily teaching. The writing process is related to encourage students in their daily writing activities, hearten them to work on their productions, and edit those productions as many times as possible; telling students that the important thing is to understand and to assume what they are learning. And finally, building the writing habit is related to the way we teach students with enjoyable and easy activities, to give them confidence and make these activities a nice part of learning English as a foreign language to improve writing skills.

The use of portfolios to improve writing skills will be the tool used by this research to help students through the process; in the portfolio, students are going to storage all English activities that are going to be centered on improving their writing, and with the continuous feedback that teachers in charge are going to be giving them all the time, students will have to repeat and repeat the writing activities, helping them to enhance their writing process, so that they will become experts about the topics presented in the academic year. Like it is known, “practice makes perfect”

In conclusion, we could say that, although writing is not the only skill that must be developed with students, this research pretends to center the interest in developing
this skill, more than others like reading, speaking, and listening, to try a different type of methodology, teaching students in a meaningful way with formative assessment through the use of portfolios to improve writing skills, and so on pupils could enhance their knowledge in English as a foreign language.

4. Methods

4.1 Context

The school where this study will take place is in 33 street # 18-53, San Alonso neighborhood in Bucaramanga, Santander. The institution belongs to the public sector and counts with the following infrastructure: 20 classrooms, biology laboratory, teacher’s lounge, office, library, playground, soccer, basketball, and volleyball field. Also, the institution has two ICT classrooms: one for the elementary grades and one for the secondary ones.

4.2 Participants.

The participants were 28 students from Liceo Patria school in second grade; 15 of the participants were seven years old (58%) while the others were around five and six years old (Fig. 5). From our demographic information, we could also determine that 17 students (65%) were male and 9 (35%) were female (Fig 6).
4. **Figure 5. Students’ age.**

![Bar chart showing age distribution](image)

- Didn’t answer: 1
- Five: 1
- Six: 15
- Seven: 9

4. **Figure 6. Students’ gender.**

![Bar chart showing gender distribution](image)

- Female: 9
- Masculine: 17

### 4.3 Research Design and Procedures

This paper will use action research as an approach to develop the process of improving writing skills in second-grade students; this method is characterized by the action of the researcher that acts like a researcher and a participant, combining the two
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roles. Also, this method uses theoretical knowledge and the knowledge of the particular context that it is being applied. Another characteristic of this method is that the validity of the results is verified when they are relevant for those participating in the research process.

In the same way, the direction of this research will be lead with the qualitative research method due to some specifics characteristics; different data collection methods like research, interviews, questionnaires, and diaries are quite relevant to this type of research because this kind of processes allows finding many conclusions. For that reason, this research will be very careful when using any data collection method in qualitative research, because its purpose is to be as objective as possible at giving conclusions and to avoid being subjective; for example, at the time of making the observation, the article of *Atención Primaria* (1999), mentions that the researcher as a constant observer, is an active part of the results; due to that, it is important to keep in mind the objective of this research being clear when writing results

Although numerical data collection is important in a final product, this research will be center on qualitative research due to the kind of details and the possibility to describe in a very detailed way the final results. To achieve this, all data collected has to be consciously studied and understood enough by the researcher

*IOSR-JRME* (2014) mentions that qualitative research involves enthusiasm and the determination to dig deep to understand a situation through observation, interviews, and further follow up sessions. To try to show the effectiveness in the use of portfolios to improve writing skills, this research will use qualitative research to understand the process step by step and will try to go deeper on each one of the
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participants according to their advance, and understanding the importance of portfolios as a tool to reach a better level at the end of the educational practice; this is the reason why it is so important to use this sort of research. Qualitative research takes into account the conception of the participants to upgrade their knowledge and shows how every variable is useful in the process.

For this research, we will use a case study. Michael Hood ({chapter 4}, 2009) mentions that “a case study is a bounded system and the relevance in knowing which are those boundaries”; also, he states that “a bounded system is composed of an individual and a site including the contextual features that inform the relationship between the two”. It is important to keep in mind every step that a case study involves, for that reason this paper will take into account the two variables that a case study involves: individuals and a site.

According to what a case study entails, it is important to determine the individuals (for this research, students that course primary school) that are going to constitute the participants of this study and the site that will be chosen considering different variables like students interest, students level, students attitude, time spent studying (in classes and out of the school), to help students to take advantage of the use of this tool (portfolios) to advance in their writing skills; but, having present that in that way we can find some more questions to enhance this research.

Keeping main interest in figuring out how portfolios help in formative assessment is imperative to know how they can affect or take an active part in the learning process to enhance writing skills. The use of portfolios has to be consistent with the purpose because it will be a relevant tool for the process to improve the writing
skills of students learning English as a foreign language but, focusing on the formative assessment to carry goals out.

Once, it was decided to use a case study as the method for our research to answer our research question, and to reach the objectives (they are mentioned above), and to shape our research design, we started with a preliminary stage in which a Needs Analysis, a Diagnostic Test and a Teacher’s Survey were made.

4.3.1 Preliminary stage.

The Needs Analysis was relevant because it allowed us to gather some demographic data about the participants to be able to characterize our sample (ANNEX 3); that demographic data will be shown in the participants’ section. Not only demographic data was collected in the needs analysis but also information that helped us identify another important data like the way students feel when they are evaluated in their English classes, finding that 16 of the students (62%) felt happy,
while the other 10 students (38%) reported feeling nervous, confused or just did not responded to this item (Fig. 1).

*Figure 1. Feelings when being evaluated.*

In concordance with the aforementioned answer, 16 of the students (62%) stated that they would like to be evaluated with symbols such as faces while the rest of them (10) prefer games, grades, and others (participants did not specify which ones) (Fig 2).
Finally, it was identified that 23 students (88%) liked the way their teacher developed the English class (Fig 3) and 22 students (85%) thought that their English classes were fun (Fig 4). These collected data gave us a better perception of the students’ feelings to be more attentive through our process.
After checking for the Needs Analysis, we moved into the diagnostic test. Through its results we can, as teachers, know how much students know about a specific subject, to begin the appropriate development of the classes, and to improve certain aspects or students´ needs under the subject.

When deciding on the diagnostic test, an adapted form from the Cambridge English Young Learners was used (ANNEX 4). This test also fulfilled some of the competencies presented in the Curricular Guidelines of English (Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, 2006). The test was divided into three sections that were listening, reading, and writing skills. Only 3 of the 4 skills were evaluated. Each skill was assigned points to be graded (the listening section had 9 points, which had a value of 32%, the reading section had 10 points, which had a value of 36% and the writing section had 9 points, which has a value of 32 %,) that would come to a 100%. This was done to evaluate the results that students will obtain.
in each skill. To have an idea about students' knowledge in terms of language skills, we created four quartiles. The scores of the test will be placed in those quartiles. The quartiles were organized on a scale from 0 to 5.0 being 0 the lowest score and 5 the highest score.

As part of the design, for the first section (listening skill) of the diagnostic test, the tasks to be performed were, first, the students had to choose a picture by listening to a description. The second task was to choose an object in a picture and color it following the instructions. The vocabulary included in this section was: clothing, Fruits, prepositions, routines, and colors. In the second section (reading skill) the tasks to perform were, first, to decide if a picture matches the words next to them and second, to decide if a picture matches sentences related to it. In this section, the vocabulary was animals, objects, and actions. Also, in the last section (writing skill) the task to be done was, to answer questions about a picture story, in which the vocabulary was animals, clothing, vegetables, and objects.

Once the test was designed, it was carried out at Liceo Patria school. The test was implemented to first-grade students who received instructions on how to develop it (it was implemented for first-grade students to know their English level at the end of the academic year so that before starting the process with second-grade students, we already would know the results). It was explained that this was an English test and that they will be evaluated in the three skills: listening, reading, and writing.

Finally, once the students handed their test in, we proceed to analyze them. For analysis purposes, we made a coding book and a coding matrix in which we entered
all student’s test results. This way we could answer the first specific objective; it is “Identify second-grade students’ English level”

In Figure 1 these results are presented, as mentioned before, scores were placed into quartiles. The first quartile was established between 0 to 1.24. In this quartile two students were placed, in quartile 2 (1.25 to 2.54) 20 students were placed. For quartile 3 (2.55 to 3.74) five students were allocated and for the last quartile (3.75 to 5) there were no students. With these results can be said that 78% of students (the majority) are between the second and the third quartile. Also, these results indicated that students’ levels in terms of the three skills are not very high.

![Figure 1. Quartiles](image)

Then we proceeded to perform a more detailed analysis, question by question of each skill. In the first section (listening skill), it was observed that the results in questions 1 to 5 were positive. These results showed that students are familiar with the vocabulary and the type of task in that question. In question number 6 where the student had to color the named object, it could be observed that the students did not correctly distinguish the colors and prepositions. In this section,
we can deduce that for ____, more than 70%, it is difficult to perform this type of activity (Figure 2).

![Figure 2. Listening](image)

In the following section, the reading section noted that the results in questions 7 to 11 were positive. Probably because by having a visual aid of the object evaluated, students comprehend easily the statements. In questions 12 to 16, unfavorable results were observed, probably because students do not know verbal tenses (present simple and present continuous) so, they do not identify pictures and statements. In this section we can say that --- students, 60% responded favorably to the development of this type of activity as shown in Figure 3.

![Figure 3. Reading](image)
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In the last section (writing skill) it was observed that the results in questions 17 to 20 were not favorable, probably because students do not recognize the correct spelling of certain words related to clothes vocabulary. Finally, it was observed that in question 21, the results were not favorable, probably because the students recognize the vocabulary in the box but they are not able to place it in a sentence. In conclusion, for this section, students of Liceo Patria showed the least favorable results in the overall test. ------ students, over 80% had difficulties in this section. (Figure 4).

![Bar Chart]

Figure. 4 Writing

For our last diagnostic instrument, we implemented a teacher’s survey that allowed us to identify relevant aspects to keep in mind when we will begin the process with the students (ANNEX 5). This survey was answered by the homeroom teacher in charge of the students at that time; intending to know the homeroom teacher’s perception of the educational process, this survey used open questions all the time.

The homeroom teacher stated that she had thirteen years of experience working as an educator with a basic English level A1. For this research, it is relevant to mention that the homeroom teacher stated that she mainly uses images, videos,
worksheets, and games to develop her English classes. It is also important to mention her point of view about the most important skills that students develop in her classes, she mentioned that students were very interested in the pronunciation of the words to repeat them properly; also, in terms of writing students just transcribed from other texts but they could not take dictation. And finally, concerning speaking, she stated that students just pronounce words as they are written. This teacher survey gave us a better understanding of the students' English learning process and their context.

After analyzing the Needs Analysis, the Diagnostic Test, and the Teacher’s Survey results, we can have a better point of view of the needs, level, and the teacher’s perception concerning the student’s knowledge and environment of the students in English classes. According to these results, we will suggest some approaches and methods take into account to improve writing skills when teaching English as a foreign language in second-grade students. To do this, and taking into account all the information collected, we will propose a specific intervention oriented to see the positive or the negative impact of using the portfolio to improve writing skills in second-grade students. This proposal is selected specific methods for data collection such as participatory observation and the implementation of rubrics; as will be explained in detail below

4.3.2 Instruments.

4.3.2.1 Participatory observation.
According to the Merriam-Webster dictionary (1828) observation is an act or instance of observing a custom, rule, or law. Another definition is an act of recognizing and noting a
fact or occurrence often involving measurement with instruments. Finally, observation is a judgment on or inference from what one has observed.

After reading this, we could say that observation is the action of observing something relevant for us, and identifying what we pretend to know; anyhow, there are two types of observation: scientist and not a scientist. The second one means to observe with no intention, without a defined object, and without any preparation; on the contrary, scientific observation means to have a clear, define, and precise object and the researcher knows what to observe and why. For this paper, we will use scientific observation which consists of examining a phenomenon or fact directly, having into account a purpose according to a previous plan, and collect the data and information systematically, through this observation.

Therefore, it is important to mention that there are different kinds of scientific observation (https://www.ecured.cu/Observaci%C3%B3n_cient%C3%ADfica) to accomplish data collecting:

I. Simple or unstructured: this is the one where the researcher just describes the data collected under his inquiries.

II. Systematic or structured: this type of observation has a specific structure and punctual aspects to be observed.

III. Participatory or internal: here, the observer is more active and involved with his research objective, through this type of observation, the researcher reaches deeply information about the topic studied.

IV. Non-participatory or external: here, the researcher stays out of the study's object.
V. Individual: in this type of observation there is only one researcher who acts as a single observer, collects the data, and analyzes the research by himself.

VI. Group: several researchers are involved in the group observation, to share the data collected about the topic studied.

This research will use participatory observation because we consider as relevant to get involved with the students, to try to help them as much as possible to improve their writing skills through formative assessment using the portfolio as a tool.

To study a little more in-depth about what participatory observation includes, we will cite some relevant definitions from different researchers.

For Tomás, Aranda, Araújo (2009) Participatory observation is one in which the observer participates actively within the group being studied; the observer is identified with the group in such a way that they consider him/her to be one of its members. In other words, the observer has external participation in activities and, internal participation in terms of feelings and concerns. For DeWALT & DeWALT (2002) Participant observation is “the process enabling researchers to learn about the activities of the people that are being studied in the natural setting through observing and participating in those activities”. On the other hand, Bernard (1994) states that participant observation requires handling a certain amount of deception and impression. He warns that most researchers using this instrument need to maintain a sense of objectivity across the distance. This author also states that participant observation is the process to establish a relationship with the community and learn to act until mixing with them, so that, their members act naturally, after this, the observer
getting out of the community to immerse in the data to understand what is happening and be able to write about it.

We will center on participatory observation because this technique of data collection will allow us to recognize the attitudes and aptitudes of the students in the learning process of English as a foreign language, and finally, to identify that stigma presented in students in front of English classes. As the authors mentioned above, this research pretends to learn from the students: their way of learning, their most interesting activities, their goals, and also their complaints; all that, while we immerse ourselves in their environment by preventing, on their side, a negative reaction to our presence in the class, as observers.

The implementation of participatory observation will allow this paper to develop one specific objective; this objective is: **describe the impact of portfolios as a formative assessment tool in students.** For data collection, an observation format will be used four times (lessons 1, 3, 5, and 7). The pre-service teachers, who are the researchers of this research, will alternate the implementation of the format to avoid biases in the data collection and this way to manage a better contrast between them.

On the analysis stage, the researchers will take the formats completed and will make the comparison among them, being able to observe progressive advances or even some reversal in the process. In turn, they will be able to determine which strategies to implement in the following sessions to achieve positive progress. Finally, it is important to mention that, the format implemented in participatory observation was designed by the researchers.
4.3.2.2 Rubrics.

Rubrics, or also known as rating scales, according to the Merriam Webster dictionary (1828), could be defined as an authoritative rule, especially: a rule for conduct of a liturgical service; a guide listing specific criteria for grading or scoring academic papers, projects, or tests,

There are three main rubrics categories: generic and task-specific rubrics, primary trait and multiple trait rubrics, and holistic and analytic rubrics. Generic is used with different tasks and specific rubrics with particular tasks; primary trait rubric is assessed based on one criterion, and multiple trait rubrics evaluate performance based on diverse characteristics. Holistic rubrics are based on the process or product as a whole and does not pay too much attention to the components or individual parts; and analytic rubrics evaluate different aspects individually with several scores,
followed by a total score (Elsheikh). Although, it is considering that holistic rubrics are contemplated poorer than analytic rubrics, in the information provided by their results, in not achieving the results according to the academics’ criteria, and the feedback is less given usually, the purpose of this research is to place the feedback as a principal factor that, we as teachers, are going to have a top place all the time through the process, having into account that the main purpose of this

One of the main purposes of this study is to promote alternative assessment to the common summative processes carried out in schools, with the intention of not stressing students but allowing them to focus on what they are learning and not on how they will be evaluated; that is to say, the implementation of formative assessment should be the top achievement regarding this research; for that reason, holistic rubrics will be used as a tool to assess students to improve their writing skills, concentrating all efforts on the entire process through the whole academic scholar year and not in particular mistakes done by the students in daily activities.

Regarding this topic, some authors have some definitions. For Andrade (2001) rubrics are defined as an evaluation tool that identifies punctual criteria in a task, in one or two pages, describing levels of quality from excellent to poor. This way, a rubric will list those things that a student should include to receive a particular grade or evaluation. The main function of rubrics is to teach and assess. Another author states that to be sure that students will have a considerable knowledge about the rubrics worked, they are created in common agreement with them in an understandable language (Andrade, 2000). In the same way, Montgomery (2000) defines a rubric as a set of scoring guidelines for evaluating students' work. He states that a rubric is an
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assessment tool that uses specified evaluation criteria and proficiency levels to gauge student achievement of those criteria; he also says that rubrics help teachers measure products, progress, and the process of learning. In general, rubrics specify the level of development expected to obtain different quality levels; these levels can be expressed in scales (excellent, good, needs to improve), or in numerical terms (4,3,2,1), that at the end are summed to determine a result which will be assigned a grade: for example, A, B or C.

Said the above, it is necessary to highlight that the rubric implemented will not have numerical terms, on the contrary, specific symbols suited for our population´s age such as happy and sad faces will be used. This decision is based on the preliminary stage where students decided to be graded with faces.

Following the above mentioned, the rubrics implemented with the participants will be distributed in students´ mother tongue to get better results from the students; but, it is pertinent to clarify that rubrics will not be created in common agreement as Andrade stated; they will be created with the teachers´ decision. Additionally, the pre-service teachers will give an instructional rubric to the students before starting the daily main task to help them understand the task objective. Moreover, the instructional rubric will be divided into two moments, these rubrics will be written in Spanish and will be delivered before students begin to perform the main task proposed for each session.

- Moment 1: at this moment, students will grade the task designed for the class; for this, students will use an instructional rubric in which they must choose whether
their task is related to the instruction given, or not. The aforementioned will be implemented in sessions 1, 3, 5, and 7. The sessions’ selection was made to obtain results in an initial, intermediate, and final stage; with the results obtained, we can determine if the three stages mentioned above were positive or negative for the proposal raised in this paper.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>😞</th>
<th>😞</th>
<th>😊</th>
<th>Cara</th>
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</thead>
<tbody>
<tr>
<td>Título</td>
<td>No tiene relación con el texto y el dibujo.</td>
<td>Tiene relación con el texto y el dibujo.</td>
<td>Es creativo, innovador y tiene relación con el dibujo y el texto.</td>
<td></td>
</tr>
<tr>
<td>Dibujo</td>
<td>dibujo sin detalles y no tiene relación con el texto.</td>
<td>Tiene relación con el texto pero es un dibujo sin colores.</td>
<td>Tiene detalles, colores y se relaciona con el texto.</td>
<td></td>
</tr>
<tr>
<td>Texto</td>
<td>No utiliza el vocabulario enseñado en las lecciones y no completa todos los espacios.</td>
<td>Implementa el vocabulario enseñado pero no completa todos los espacios</td>
<td>Implementa el vocabulario enseñado y completa todos los espacios establecidos</td>
<td></td>
</tr>
</tbody>
</table>

- Moment 2: Subsequently, this moment will be implemented so that students make a peer assessment (co-evaluation). At this moment, the same rubric of moment 1 will be used but in sessions 2, 4, and 6.

After collecting the data in the two moments, a contrast will be made between the rubrics of moment 1 with the moment 2; also, a contrast with the rubrics of the same moment will be made. All this to implement two important components of the formative assessment as it is self-assessment and peer-assessment. Additionally, carrying out these processes will allow students to be aware of the work done and the quality at the same time. All this will be done by the pre-service teachers. Finally, when students check their partners’ tasks, they will be able to realize the mistakes they
should not commit and find an example to follow. Finally, as well as participatory observation format, the rubrics of both moments were designed by the researchers.

4.4 Data Analysis

As we already said, this is qualitative research, therefore we would not collect numerical data; that is to say, the information gathered in this research will allow us to obtain an approach to the use of portfolios as a tool to improve writing skills in second-grade students. To analyze the information gathered in this research, we chose an approach that will help us to give a good explanation about the possible results collected by the two instruments used by this research, participatory observation and rubrics.

This paper will use content analysis as a method of qualitative analysis. According to Shannon and Hsieh (2005), qualitative content analysis is the interpretation of the content of text data through a systematic classification process identifying and coding patterns. We considered it very important to identify and classify the information to give reliable results. These two researchers, mentioned three approaches to analyze the data qualitatively: conventional content analysis, directed content analysis, and summative content analysis. The conventional content analysis is the analysis of the data reading it repeatedly to achieve immersion and obtain a sense of what is being studied; highlighting key concepts and making notes about his or her impressions. The advantage of this approach is that the information analyzed is without imposing theoretical perspectives; and its challenge is that the researcher could fail to identify key thoughts, therefore you could have inaccurate data. The summative
content analysis identifies and quantifies certain words or content to understand the context and explore usage, but going beyond including latent content analysis interpreting the content. Finally, the directed content analysis pretends to validate or extend a theoretical framework or theory to focus the research question; this way, predictions about variables of interest can be provided and the relationships among them will be helpful.

Using the directed content analysis, this research will use prior research to identify key concepts or variables as initial coding categories, as Shannon and Hsieh (2005) state. Saying that questions 4, 5, 6, and 7 from the participatory observation format will be analyzed like key concepts and will be taken as coding categories. Next, as Shannon and Hsieh (2005) wrote, operational definitions for each category are determined using the theory. That is to say, study findings can be described by reporting what was observed in the questions mentioned above, to know the relationship among the formats that will be used, in each class, in the participatory observation as instruments, and, this way to answer the third specific objective “Describe the impact of portfolios as a formative assessment tool in students”. Because this result is unlikely to result in coded data and being compared meaningfully statistically, the comparison of the frequency of codes can be used, as Shannon and Hsieh (2005) state; that is to say, describing the frequency of codes that represented the four key concepts identifies in the participatory observation format.

In the same way, the rubric used as an instrument could be analyzed through direct content analysis, taking each group of answers (happy and sad faces) as a code, to describe the frequency of them as well. As it is already mentioned above, the rubrics
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fill in the two-moment, self and peer assessment, can be compared to have a better perspective from students’ interest.

5. **Pedagogical Intervention.**

Based on the curricular guidelines (Mallas de Aprendizaje: Colombia bilingüe). The suggested level for second grade is pre-A1, and four modules should be implemented. We suggest implementing a similar type of teaching taking the first module that is about health and life. This module has an intensity of 18-20 hours but we will develop it in 9 hours because that is the schedule given by the school for the intervention.

Taking into account that we visited the school before (two times) to implement the instruments of the preliminary stage and that we are going to teach to 28-second grade students for one hour and a half, once a week for 7 weeks, we planned a syllabus based on what students must know when they are in second grade. When designing the syllabus, we will follow the curricular guidelines from MEN. This syllabus will be planned for 7 classes and the teachers will use the task-based learning approach (TBL) as their class methodology to develop a consistent way to enhance the process of writing skills (ANNEX 1). One characteristic of this approach (TBL) is that the lessons are based on the completion of the main task and the language learned will be determined by what happens when the students complete the task. This approach will allow us to implement a central task in every class to practice writing all the time and to fill in the portfolio at the end of the process. The way students will be assessed will be based on formative assessment and not in a quantitative way; according to that, this
research pretends that students will develop better learning processes in classes to improve their English knowledge, especially in writing skills.

The first intervention that is numbered as lesson 0 in the syllabus will be developed this way: class rules, greetings, and an explanation of what portfolio is and the way we will be developing that class. Greetings will be shown with songs, having a funny moment while the song is played. Then, the class rules will be left hanging on the wall in a big poster. Also, a behavior traffic light will be presented to maintain the discipline in all the interventions. After this first part, an activity will be done outside of the classroom to know the students' names. Next, with real materials the concept of the portfolio will be presented and the way it will be developed. To finish the class, the preservice teachers will give a folder to each student and they will have to decorate it to file the whole tasks done.

After the first intervention, class number 1 will be opened with the greeting from the previous class. Followed by this, a memory game will be played with the vocabulary that will be taught in this class. After, students will taste different types of food to identify flavors like sweet, tasty, and delicious. Finally, the preservice teachers will stick a big poster on the board with some blank spaces to be filled in by the students.

Since students are already familiar with the structure of the written product presented in class 0, it will not be explained again. Class 2 will be opened with the greetings and the class rules. After that, a song about vegetables will be played and some questions will be asked before and while the song is being played. Then, through real food, the vocabulary mentioned in the song will be presented and will be
reinforced with a game called “Chinese whisper game” and an alphabet soup that will be added to the portfolio.

The next intervention, class 3, will begin with the same routine as in previous classes (Greeting song, date, and class rules). After that, flashcards about the video that will be presented will be shown. While the video is played, some questions will be asked to interact with the students. Then, in a poster, teachers will show the students healthy and not healthy food, and the expression “have to, don´t have to” will be emphasized all the time.

Later, a bingo game will be played with the students Additionally in a worksheet, students will have to draw some food that they would like. Finally, students will have to write a paragraph with the vocabulary taught in class.

For class number 4 students will learn about sports. First, the class will begin as usual (greeting song, date, and class rules). After this, the pre-service teachers will show them some sight words that students will need to understand the reading exercise that will be presented. Once the reading exercise is done with a lot of mimics while reading, the pre-service teachers will show students flashcards with different sports that appeared in the text.

Then, in couples, students will do a speaking activity to practice some grammar structures taught in this class. After this, students will play Pictionary to reinforce the names of the sports mentioned. Finally, students will have to present a written worksheet, but not as usual; instead, they will have to write some sentences or a paragraph based on the given picture. After all this after the pre-service teachers will show them a precise example.
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Following the interventions, class 5 will begin as usual (greeting song, date, and class rules). Afterward, two questions will be asked to measure the students’ knowledge about the topic. Then, the pre-service teachers will take the students to some outdoor activities following some instructions. Once students get in the classroom after the activity, some stretching will be done to relax. Finally, in couples and based on their partners’ answers, they will have to write and present the worksheet assigned.

For the last class, class 6, the routine will be done as usual (greeting song, date, and class rules). After this, a review about everything learned will be led by the pre-service teachers: vocabulary and grammar structures. Subsequently, to review properly, a game called hangman will be played. The pre-service teachers will do the activities first and after that, students will be leading this activity. Finally, they will be given the same format worked in all sessions completely blank, and they must complete it with everything learned in classes according to the instructions given. All these lesson plans described above are attached as ANNEX 2.

6. Limitations

This research proposal may present some limitations that can affect the continued development of such research. Some of the limitations we may find are the number of students per classroom, because with a sample of this size is difficult to make a real process of reflection and peer-evaluation because in a single session is not possible to conduct a real learning process with each student taking the necessary time. Besides, the low English level in students may contribute as a limitation to the
fulfillment of the above-proposed; This limitation may cause to have a starting point far behind what should be expected, that is to say, we must start by addressing topics of previous degrees.

Also, another limitation for this study could be not to be the homeroom teacher because this can cause that students do not respect the pre-service teacher that is researching. Additionally, the hours per week that the students have weekly are not enough for kids to learn as much as possible.

7. **Conclusions.**

The present study aims to determine the impact of a formative assessment tool such as portfolios in second-grade students since related research studies have regularly focus on the effect of portfolios as a tool to improve grammar, vocabulary, and writing in students’, but not in the way students are assessed comfortably while they take advantage of the tool to advance. Also, this approach was too limited to state accurate conclusions about the positive or negative impact that portfolios, as a tool, could have on the way students are assessed while they improve their writing skills.

Through qualitative research consisted of 28-second grade students participants, using instruments such as a Participatory Observation and a Rubric as well as a Needs Analysis, a Diagnostic Test and a Teacher’s Survey, and using content analysis in the instruments as a method for this kind of research, we can conclude that, firstly, the implementation of a Diagnostic Test before starting any academic process is highly recommended, because if you know the students’ level, you can prepare appropriate classes plans to avoid inaccuracies; secondly, the use of a rubric related to
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the desires of younger students when are assessed, it is an advisable method to empowerm pupils in their academic process; thirdly, using participatory observation allows the researcher to get involved, being an active part in the educational progress.

Additionally, Sierra (2012) stated that one of the biggest problems for students at the beginning of the university was writing properly, therefore, that made them feel very frustrated. That is exactly what this research pretends, to implement the use of the portfolio as a tool to improve writing skills from the very beginning at early ages, to enhance the appropriate academic process but having into account that the way students are assessed, is the main key to catch their attention.

Finally, we strongly suggest the use of portfolios to improve, not only writing skills but also, reading skills, because it is a substantial form of keeping students´ interest all the time while they are learning and improving their skills. It is important to emphasize that when students feel comfortable with the way they are being assessed, they are going to give their best and will be an active part of every academic process that is being developed in the classroom.
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Sierra, Yessica Elena “Portfolio as a Tool to Improve Writing Skills among First Semester EFL Learners at a Public University in Colombia, a Case Study” Vol 9, No 1 (2012). ISSN: 2322 9187 - Journal 9th.


USING PORTFOLIOS TO IMPROVE WRITING SKILLS

Wendy A. Scott and Lisbeth H. Ytreberg. “Teaching English to Children”.

Longman Education Texts. Series Editor: Neville Grant.
## 9. ANNEXES

### ANNEX 1: syllabus

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>CONTENT</th>
<th>COMMUNICATION</th>
<th>COGNITION</th>
<th>TASK</th>
</tr>
</thead>
</table>
| 1     | Classroom rules  
- Greetings  
- Project presentation | Hello, how are you, thank you and goodbye,  
My name is... | Students will be able to say some greetings. Also, they will know the rules of the class and what the portfolio is. | Decorate their own cardboard folder. |
| 2     | Fruits  
Apple, pear, grapes, banana, mango, acid, sweet, yellow, red, green, purple, Small, big, sour, sweet, tasty, delicious, not delicious | The red apple is small. | Students will be able to classify different fruits by size, flavor and color. | Complete the blank spaces of a paragraph |
| 3     | Vegetables  
Carrot, cabbage, broccoli, potato, spinach, celery, garlic, onion, leek, tomato, cucumber. | - I like to eat tomatoes  
- I don’t like to eat onions | Students will be able to identify what kind of food they like to eat. | Complete the blank spaces of a paragraph |
| 4     | Healthy and unhealthy food  
Apple, banana, mango, grapes, pepper, radish, eggplant, onion, cucumber, cake, hamburger, hotdog, doughnut, chocolate. | - We have to eat chicken.  
- We don’t have to eat junk food. | Students will be able to identify healthy and unhealthy food. | Complete the blank spaces of a paragraph |
| 5     | Sports  
Soccer, basketball, volleyball, hockey, baseball, bump, hit, kick, dribble, swimming, cycling, tennis. | - What is your favorite sport?  
- My favorite sport is soccer. | Students will be able to know how to ask and answer simple questions. | Create a paragraph based on a picture. |
| 6     | Outdoor activities  
Hop scotch, circle, balls, square, green, red, line, rotate. (all outdoors activities that students know) | - Do you like ____?  
- Yes, I do. No, I don’t like ____ | Students will be able to know how to ask and answer simple questions. | Create a paragraph based on the answer for his/her friend. |
| 7     | Healthy lifestyle  
Exercise, eat, healthy, food, like, vegetables, fruits, practice a sport, unhealthy. (all that students learned before) | I have to ____ I don’t have ____ | Students will be able to use all the vocabulary and grammar structures that they learned before in a complete text about healthy lifestyle. | Create a paragraph based in all that they learned before. |
## Using Portfolios to Improve Writing Skills

### Annex 2: Lesson Plans

#### Lesson 0

<table>
<thead>
<tr>
<th>Date:</th>
<th>Week 1</th>
<th>Time:</th>
<th>2 hours.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>Second</td>
<td>Room:</td>
<td></td>
</tr>
<tr>
<td>Teacher’s Name:</td>
<td>Ricardo Correa Forero</td>
<td>Observer:</td>
<td>Johana Murcia</td>
</tr>
<tr>
<td>Particpative Observer:</td>
<td>Ivonne Nathalia Gonzalez Meneses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Task

**Content Objective:** Students will be able to say some greetings. Also, the pre-service teachers present the methodology of the rest of the classes.

**Language Objective:** Students will identify greetings (hello, good afternoon, goodbye).

**Culture:** Students will be aware of the importance of following rules in a society.

### Class Procedure:

<table>
<thead>
<tr>
<th>Stage and Interaction Patterns</th>
<th>Activity</th>
<th>Materiales</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Opening:</td>
<td>The pre-service teacher arrives at the classroom and says “Hello children, my name is Ricardo and she is Nathalia. How are you today?” if the students answer correctly, he continues with the class, otherwise, the preservice teachers will remind them of the greetings. “Please, repeat after me Hello/good afternoon/ fine and</td>
<td>Class rules in papers, discipline class, Traffic Light.</td>
<td>min</td>
</tr>
<tr>
<td>WARM UP</td>
<td>PROCEDURE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ricardo will say &quot;Now we are going to go out of the classroom and play a game to know the name of each one&quot; (ATTACHED 3)</td>
<td>• Next, the pre-service teacher presents through the real material a portfolio and explains it. (ATTACHED 4) • Then the participative observer gives to each student a cardboard portfolio. (ATTACHED 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 min</td>
<td>Portfolio, worksheets, writing activities.</td>
<td>10 min</td>
<td></td>
</tr>
</tbody>
</table>

“you/ goodbye” and after that, they will show them this video.  
https://www.youtube.com/watch?v=gghDRJVxFxU

Next, he says “we are going to stay here some days. Also, we are going to teach you many things and we will share good moments. “

- After the presentation, the pre-service teacher is going to write the date on the board and read it for the students. “Today is ……………”
- Then, the pre-service teachers show the papers and images with the class rules and present each one. (ATTACHED 1)
- Finally, the pre-service teacher shows the Traffic Light and will explain the way it works. (ATTACHED 2)
## USING PORTFOLIOS TO IMPROVE WRITING SKILLS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>Finally, the students will decorate de cardboard portfolio with different materials.</th>
<th>Colors, markers, pieces of colors, and papers.</th>
<th>52 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLOSING</td>
<td>When the student finishes the test, the teacher will be lead the stretching exercises.</td>
<td>The instructions to do the stretching exercises will be given.</td>
<td>8 min</td>
</tr>
</tbody>
</table>

### ANTICIPATED PROBLEMS
- Some students will not understand what the pre-service teacher says.

### POSSIBLE SOLUTIONS
- The pre-service teacher will act the actions and the instructions.

### ATTACHED 1

- Listen when your teacher is talking
- Follow directions quickly
- Respect others. Respect yourself. Respect your school.
- Raise your hand to speak to the class.
- Be safe. Be kind. Be honest.
ATTACHED 2

[Image of a traffic light with clothespins attached]

ATTACHED 3

[Image of children sitting in a circle with strings connecting them]

https://co.pinterest.com/pin/620722761117657529/?lp=true
The activity consists in to know the students' names and teach the grammatical structure "My name is..". The teacher will start saying "My name is Ricardo" holding the wool in your hand. After, He will launch the wool to the participative observer and she will say "My Name Is Nathalia" and she will launch the wool to one of the students. While launches the wool is building a web. Each student who will receive the wool will hold a part of it.

**ATTACHED 4**

Real materials:

- Portfolio
- Worksheets
- writing activities

In this moment of the class, Also, the pre-service teacher presents the example of the structure for each writing activity.
ATTACHED 5

The first intervention that is numbered as lesson 0 in the syllabus will be developed this way: class rules, greetings, and an explanation of what portfolio is and the way we will be developing that class. Greetings will be showed with songs, having a funny moment while the song is played. Then, the class rules will be let in the classroom hanging on the wall in a big poster. Also, a behavior traffic light will be presented to maintain the discipline in all the interventions. After this first part, an activity will be done outside of the classroom to know the students´ names. Next, with real materials the concept of the portfolio will be presented and the way it will be developed. To finish the class, the preservice teachers will give a folder to each student and they will have to decorate it to file the whole tasks done.
## USING PORTFOLIOS TO IMPROVE WRITING SKILLS

### Lesson 1

**DATE:** Week 2  **TIME:** 2 hours  
** GRADE:** Second  ** ROOM:**  
** TEACHER’S NAMES:** Ricardo Correa Forero – Ivonne Nathalia Gonzalez Meneses.

### TASK
Complete a paragraph with vocabulary learned in the class.

### CONTENT OBJECTIVE:
Students will be able to identify what a paragraph is. Also, students will be able to know what the teachers want them to do.

### LANGUAGE OBJECTIVE:
Students will be able to classify different fruits by size, flavor, and color using this vocabulary: Apple, pear, grapes, banana, mango, acid, sweet, yellow, red, green, purple, Small, big, sour, sweet, tasty, delicious, and not delicious.

### CULTURE
Students will identify different characteristics of the fruits.

### CLASS PROCEDURE:

<table>
<thead>
<tr>
<th>STAGE AND INTERACTION PATTERNS</th>
<th>ACTIVITY</th>
<th>MATERIALES</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON OPENING</strong></td>
<td>The pre-service teachers arrive at the classroom and say “hello, how are you?” if the students answer correctly, he continues with the class, otherwise, the pre-service teachers will remind them of the greetings. “Please, repeat after us hello/good afternoon/ fine and you/ goodbye” and after that, he will show them this video.</td>
<td>Board Marker Traffic light with the name of each student.</td>
<td>25 min</td>
</tr>
</tbody>
</table>
### USING PORTFOLIOS TO IMPROVE WRITING SKILLS

<table>
<thead>
<tr>
<th><strong>WARM UP</strong></th>
<th><img src="https://www.youtube.com/watch?v=ghhDRJVxFxU" alt="Video Link" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>● After the greeting, the pre-service teachers are going to write the date on the board and read it for the students.</td>
<td></td>
</tr>
<tr>
<td>“Today is …………….”</td>
<td></td>
</tr>
<tr>
<td>● Then, the pre-service teacher reviews the class rules and the methodology of the traffic Light.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PROCEDURE</strong></th>
<th><img src="https://www.youtube.com/watch?v=ghhDRJVxFxU" alt="Video Link" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>● The students are going to play a memory game. The pre-service teacher is going to explain the game.</td>
<td></td>
</tr>
<tr>
<td>“Now we are going to play a game. The name of the game is Memory. On the board there are some pictures, you have to find their pairs. For example,” and the teacher teaches them how to play.</td>
<td></td>
</tr>
<tr>
<td><strong>(ATTACHED 1)</strong></td>
<td></td>
</tr>
<tr>
<td>Each student has one opportunity to go to the board and try to find a match. They will go in the same order that they are sitting in the classroom.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Pictures about fruits.</strong></th>
<th><img src="https://www.youtube.com/watch?v=ghhDRJVxFxU" alt="Video Link" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>30 min</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fruits.</strong></th>
<th><img src="https://www.youtube.com/watch?v=ghhDRJVxFxU" alt="Video Link" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>30 min</strong></td>
<td></td>
</tr>
</tbody>
</table>
**USING PORTFOLIOS TO IMPROVE WRITING SKILLS**

| ASSESSMENT | this, the pre-services teachers carry fruits and the student taste each one and know the vocabulary about it. | Big poster, 28 photocopies with the paragraph | 30 min |
| ASSESSMENT | • Then, the pre-service teachers paste on the board a big poster with a paragraph with blanks. Next, they will complete it using the vocabulary that they taught. (ATTACHED 2) | | |
| ASSESSMENT | • Finally, the pre-service teachers give to each student a paper with the same paragraph but they have to complete it with their own experience. (ATTACHED 2) | | |
| CLOSING | When the students finish the test, the teacher will be leading the stretching exercises. | The instructions to do the stretching exercises will be given. | 5 min |

**ANTICIPATED PROBLEMS**

- Some students will not understand what the pre-service teacher says.

**POSSIBLE SOLUTIONS**

- The pre-service teacher will act the actions and the instructions.
ATTACHED 1

Apple Apple Apple Apple Mango Mango
Banana Banana Grapes Grapes Grapes Grapes
Pear Pear Yellow Yellow Green Green
Red Red Purple Purple
We know many fruits and some of them are: ______, ______, ______, ______, ______. The ______ is ______ and ______. Also, the ______ is ______ and ______. Finally, the ______ are ______ and ______.
## USING PORTFOLIOS TO IMPROVE WRITING SKILLS

### Lesson 2

<table>
<thead>
<tr>
<th>DATE:</th>
<th>Week 3</th>
<th>TIME:</th>
<th>2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE:</td>
<td>Second</td>
<td>ROOM:</td>
<td></td>
</tr>
<tr>
<td>TEACHER`S NAMES:</td>
<td>Ricardo Correa Forero – Ivonne Nathalia Gonzalez Meneses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TASK

Complete a paragraph with vocabulary learned in the video.

### CONTENT OBJECTIVE:

Students will be able to identify what kind of food they like to eat.

### LANGUAGE OBJECTIVE

Students will be able to classify different vegetables according to their preferences. (carrot, cabbage, broccoli, potato, spinach, celery, garlic, onion, leek, tomato, cucumber)

### CULTURE

Students will identify what vegetables they like.

### CLASS PROCEDURE:

<table>
<thead>
<tr>
<th>STAGE AND INTERACTION PATTERNS</th>
<th>ACTIVITY</th>
<th>MATERIALES</th>
<th>TIME</th>
</tr>
</thead>
</table>
| LESSON OPENING                 | ● The pre-service teachers arrive at the classroom and say “hello, how are you?” and the pre-service teachers will remind them of the greetings. “Please, repeat after us Hello/good afternoon/ fine and you/ goodbye” and after that, he will show them this video. [https://www.youtube.com/watch?v=ghDRJVxFxU](https://www.youtube.com/watch?v=ghDRJVxFxU)  
● After the greeting, the pre-service teachers are going to write the date on the board and read it for the students. | Board Marker  
Traffic light with the name of each student. | 15 min |
### USING PORTFOLIOS TO IMPROVE WRITING SKILLS

#### WARM UP

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>“Today is …………….”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Then, the pre-service teacher reviews the class rules and the methodology of the traffic Light.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### PROCEDURE

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Then, the pre-service teachers say “today we are going to learn about the vegetables” and ask some questions. (ATTACHED 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Now, the pre-service teachers are going to play a song about vegetables.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=RE5tvave">https://www.youtube.com/watch?v=RE5tvave</a> Vak</td>
<td></td>
<td>25 min</td>
</tr>
<tr>
<td></td>
<td>Song with video, questions</td>
<td></td>
</tr>
<tr>
<td>● the pre-service teacher stops the song in some parts and asks some questions. (ATTACHED 2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Next, the pre-service teachers say “today we are going to learn about the name of the vegetables” and they will present through real material the vegetables that appeared in the song. The students will have to repeat after the teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Now, we are going to play a game-teachers will say.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vegetables, soup of words.</td>
<td>50 min</td>
</tr>
</tbody>
</table>

Chinese whisper game: The pre-service teacher shows the vocabulary through a little game. He will say to the first student in line a word and the
### USING PORTFOLIOS TO IMPROVE WRITING SKILLS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>Student have to tell the word in the ear to the next friend, the last student has to say the word and take the real vegetable that will be in front of them, also, the teacher will correct them the pronunciation. <em>(ATTACHED 3)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Then, the pre-service teacher will give some students a soup of words about the vegetables and they have to find the words and file the worksheet in the folder. <em>(ATTACHED 4)</em></td>
</tr>
<tr>
<td>CLOSING</td>
<td>When the students finish the test, the teacher will be leading the stretching exercises.</td>
</tr>
<tr>
<td></td>
<td>The teachers do the example and the students complete it with their information.</td>
</tr>
<tr>
<td></td>
<td>Big poster, 28 photocopies with the paragraph</td>
</tr>
<tr>
<td></td>
<td>25 min</td>
</tr>
<tr>
<td>ANTICIPATED PROBLEMS</td>
<td>POSSIBLE SOLUTIONS</td>
</tr>
<tr>
<td>- Some students will not understand what the pre-service teacher says.</td>
<td>- The pre-service teacher will act the actions and the instructions.</td>
</tr>
</tbody>
</table>
ATTACHED 1

QUESTIONS:

what are vegetables, healthy or unhealthy?

Give the name of 3 vegetables that you like.

ATTACHED 2

Seconds 0:12-0:19 “repeat after me: carrot, cabbage, broccoli” “Do you know those vegetables?”

Minute 1:29-1:37 “repeat after me: potato, spinach, celery” “Do you like those vegetables?”

Minute 2:48- 2:54 “repeat after me: garlic, onion, leek”

ATTACHED 3

In this activity, the student will sit on the floor in a semicircle way.
ATTACHED 4

Using portfolios to improve writing skills

ATTACHED 5

Today I learned about vegetables, all give us benefits and are good for my health but I do not like all of them. I like ____________, ____________, ____________, _____________. And I do not like ____________, ____________, ____________, _____________.

How did you feel?

😊 😐 😞
# USING PORTFOLIOS TO IMPROVE WRITING SKILLS

## Lesson 3

**DATE:** Week 4  **TIME:** 2 hours  
**GRADE:** Second  
**ROOM:**  
**TEACHER’S NAMES:** Ricardo Correa Forero – Ivonne Nathalia Gonzalez Meneses.

## TASK

Students create their paragraph about healthy and unhealthy food.

## CONTENT OBJECTIVE:

Students will be able to identify healthy and unhealthy food.

## LANGUAGE OBJECTIVE

Students will be able to identify the structure “have to” and “don’t have to”, also they will be able to learn more vocabulary. (Apple, banana, mango, grapes, pepper, radish, eggplant, onion, cucumber, cake, hamburger, hotdog, doughnut, chocolate)

## CULTURE

Students will identify the importance to eat healthy food.

## CLASS PROCEDURE:

<table>
<thead>
<tr>
<th>STAGE AND INTERACTION PATTERNS</th>
<th>ACTIVITY</th>
<th>MATERIALES</th>
<th>TIME</th>
</tr>
</thead>
</table>
| LESSON OPENING                 | ● The pre-service teachers arrive at the classroom and say “hello, how are you?” and the pre-service teachers will remind them of the greetings. “Please, repeat after us Hello/good afternoon/ fine and you/ goodbye” and after that, he will show them this video.  
  https://www.youtube.com/watch?v=ggfDRJVxFxU  
  ● After the greeting, the pre-service teachers are going to write the date on the board and read it for the students.  | Board Marker  
  Traffic light with the name of each student. | 15 min |
**USING PORTFOLIOS TO IMPROVE WRITING SKILLS**

<table>
<thead>
<tr>
<th><strong>WARM UP</strong></th>
<th>“Today is …………….”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Then, the pre-service teacher reviews the class rules and the methodology of the traffic light.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PROCEDURE</strong></th>
<th>Video, flashcards.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Next, the pre-service teachers create in the board a chart with pictures (<strong>ANNEX 3</strong>) the students will have to repeat after the teachers each word and the teachers emphasize saying &quot;we have to eat...” or “we</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Vegetables, soup of words, worksheets.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50 min</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>25 min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Video, flashcards.</strong></td>
</tr>
</tbody>
</table>
### USING PORTFOLIOS TO IMPROVE WRITING SKILLS

<table>
<thead>
<tr>
<th><strong>ASSESSMENT</strong></th>
<th><strong>POSSIBLE SOLUTIONS</strong></th>
</tr>
</thead>
</table>
| Bingo: Each student will receive a paper with pictures *(ANNEX 4)*. First, the students have to color it. After that, the teachers do the Instructions to play the game.  
- Then, in a worksheet, the students will draw a good plate of food. *(ANNEX 5)* |  
- The pre-service teacher will act the actions and the instructions. |

<table>
<thead>
<tr>
<th><strong>CLOSING</strong></th>
<th><strong>ANTICIPATED PROBLEMS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>When the students finish the test, the teacher will be leading the stretching exercises.</td>
<td></td>
</tr>
</tbody>
</table>
- Some students will not understand what the pre-service teacher says. |

<p>| | |</p>
<table>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BINGO</strong></td>
<td><strong>CLOSING</strong></td>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>FINAL ASSESSMENT</strong></td>
<td><strong>POSSIBLE SOLUTIONS</strong></td>
</tr>
</tbody>
</table>
| Finally, the pre-service teachers paste on the board a big poster with a paragraph with blanks. Next, they will complete it using the vocabulary that they taught. *(ANNEX 6)* And give the same to each student.  
The teachers do the example and the students complete it with their information. |  
- The pre-service teacher will act the actions and the instructions. |

<p>| | |</p>
<table>
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The teachers do the example and the students complete it with their information. |  
- The pre-service teacher will act the actions and the instructions. |
ATTACHED 1

Water  Bread  Corn  Banana

Fruits  Vegetables  Eggs  Milk

ATTACHED 2

Second 0:30 What do you see in this part of the video?

Minute 2:02 What do you think those characters?

ATTACHED 3

<table>
<thead>
<tr>
<th>HEALTHY FOOD</th>
<th>UNHEALTHY FOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheese</td>
<td>cake</td>
</tr>
<tr>
<td>apple</td>
<td>hamburger</td>
</tr>
<tr>
<td>mango</td>
<td>doughnut</td>
</tr>
<tr>
<td>banana</td>
<td>french fries</td>
</tr>
<tr>
<td>grapes</td>
<td></td>
</tr>
<tr>
<td>salad</td>
<td></td>
</tr>
</tbody>
</table>
USING PORTFOLIOS TO IMPROVE WRITING SKILLS

ATTACHED 4

![Diagram of food items](image1)

ATTACHED 5

![Image of dinnerware and plate](image2)
ATTACHED 6

We need to eat __________ food to have energy,
__________ food is not good for our body.

We have to eat __________, __________,
__________, __________,
__________

We don’t have to eat ________,
__________, __________
__________

How did you feel? 😊😊😊
Lesson 4

DATE: Week 5  TIME: 2 hours
GRADE: Second  ROOM:

TEACHER’S NAMES: Ricardo Correa Forero – Ivonne Nathalia Gonzalez Meneses.

TASK
Students create their paragraph based on a picture

CONTENT OBJECTIVE: Students will be able to know how to ask, and answer simple questions.

LANGUAGE OBJECTIVE
Students will be able to identify the question “what is your favorite sport?” and one possible way to answer “my favorite sport is…”, also they will be able to learn more vocabulary. (soccer, basketball, volleyball, hockey, baseball, bump, hit, kick, dribble, swimming, cycling, tennis)

CULTURE
Students will identify the importance to practice any sport.

CLASS PROCEDURE:

<table>
<thead>
<tr>
<th>STAGE AND INTERACTION PATTERNS</th>
<th>ACTIVITY</th>
<th>MATERIALES</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON OPENING</td>
<td>The pre-service teachers arrive at the classroom and say “hello, how are you?” and the pre-service teachers will remind them of the greetings. “Please, repeat after us Hello/good afternoon/ fine and you/ goodbye” and after that, he will show them this video.</td>
<td>Board Marker  Traffic light with the name of each student.</td>
<td>15 min</td>
</tr>
</tbody>
</table>
### WARM UP

- Then, the pre-service teachers say “today we are going to learn about sports and I am going to read a book, but first, you have to know the meaning of some words.” through cards the pre-service teachers show them the vocabulary that will need to know. *(ATTACHED 1)*
- Now, the pre-service teachers are going to read a book. *(ATTACHED 2)* Then, they will see flashcards with more sports and paste on the board. *(ATTACHED 3)*

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Markers.</td>
<td>30 min</td>
</tr>
</tbody>
</table>

### PROCEDURE

- Next, in pairs, the students will practice. First, one asks, and the
### USING PORTFOLIOS TO IMPROVE WRITING SKILLS

| ASSESSMENT | other answers the question and change the role.  
|            | ● Now, we are going to play a game—teachers will say.  
|            | Pictionary: the teachers will divide the students into two groups. One volunteer of each group has to go to the board and draw the sport that the teacher said to him/her. The other students have to guess what sport is it. The group that guesses it, win one point.  
|            |  
|            | ● Finally, the pre-service teachers paste on the board a big poster with one picture and the lines to write a paragraph. (ATTACHED 4)  
|            | And give to each student a paper with the same activity but a different picture. The teachers do the example and students complete it with their information. The students can create a sentence with all the grammar structures that they have learned in the classes before.  
| CLOSING    | When the students finish the test, the teacher will be leading the stretching exercises.  
|            | The instructions to do the stretching exercises will be given.  
| ANTICIPATED PROBLEMS |  
| POSSIBLE SOLUTIONS |  

| Big poster, 28 photocopies with a picture. | 40 min |
USING PORTFOLIOS TO IMPROVE WRITING SKILLS

- Some students will not understand what the pre-service teacher says.
- The pre-service teacher will act the actions and the instructions.

ATTACHED 1

I can Play Favorite

ATTACHED 2

The pre-service teachers read a book. The book will be big.

ATTACHED 3
ATTACHED 4

Teacher example

Students worksheet.
Lesson 5

<table>
<thead>
<tr>
<th>DATE:</th>
<th>Week 6</th>
<th>TIME: 2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE:</td>
<td>Second</td>
<td></td>
</tr>
<tr>
<td>ROOM:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHER’S NAMES:</td>
<td>Ricardo Correa Forero – Ivonne Nathalia Gonzalez Meneses.</td>
<td></td>
</tr>
</tbody>
</table>

**TASK**

Students create their paragraph based on the answer for his/her friend.

**CONTENT OBJECTIVE:** Students will be able to know how to ask, and answer simple questions.

**LANGUAGE OBJECTIVE**

Students will be able to identify the question “Do you like____” and one possible way to answer “Yes, I do/ No, I don’t, I like_______” also they will be able to learn more vocabulary. (Hopscotch, circle, balls, square, green, red, line, rotate.)

**CULTURE**

Students will identify the activities that we can do outdoor with rules.

### CLASS PROCEDURE:

<table>
<thead>
<tr>
<th>STAGE AND INTERACTION PATTERNS</th>
<th>ACTIVITY</th>
<th>MATERIALES</th>
<th>TIME</th>
</tr>
</thead>
</table>
| LESSON OPENING | ● The pre-service teachers arrive at the classroom and say “hello, how are you?” and the pre-service teachers will remind them of the greetings. “Please, repeat after us Hello/good afternoon/ fine and you/ goodbye” and after that, he will show them this video.  
[https://www.youtube.com/watch?v=gghDRJVxFxU](https://www.youtube.com/watch?v=gghDRJVxFxU) | Board Marker  
Traffic light with the name of each student. | 15 min |
## WARM UP

- After the greeting, the pre-service teachers are going to write the date on the board and read it for the students.
  “Today is …………….”
- Then, the pre-service teacher reviews the class rules and the methodology of the traffic Light.

<table>
<thead>
<tr>
<th>Markers</th>
<th>25 min</th>
</tr>
</thead>
</table>

## PROCEDURE

- Then, the pre-service teachers say “today we are going to learn about outdoor activities.” And the pre-service teachers ask some questions. *(ATTACHED 1)*
- Now, the pre-service teachers say “today, we are going to play outdoor, but you have to follow the instructions” *(ATTACHED 2)*
- Next, the students go out of the classroom and play the games. *(ATTACHED 3)*
- When the students go back to the classroom, they will do relaxation exercises and drink water.

<table>
<thead>
<tr>
<th>Materials for each game.</th>
<th>50 min</th>
</tr>
</thead>
</table>

## ASSESSMENT

- Finally, Ricardo pastes on the board a poster and asks Nathalia: Do you like game 1?

<table>
<thead>
<tr>
<th>2 posters, 28 photocopies.</th>
<th>25 min</th>
</tr>
</thead>
</table>
And she answers the question according to her experience. Then, Ricardo writes the answer in his poster and draw the game that Nathalia likes. Also, Nathalia does the same in her poster. (ATTACHED 4) The teachers do the example and the students do the same with a partner.

| CLOSING | When the students finish the test, the teacher will be leading the stretching exercises. [https://www.youtube.com/watch?v=dUXk8Nc5qQ8](https://www.youtube.com/watch?v=dUXk8Nc5qQ8) | The instructions to do the stretching exercises will be given. Song. | 5 min |

**ANTICIPATED PROBLEMS**
- Some students will not understand what the pre-service teacher says.

**POSSIBLE SOLUTIONS**
- The pre-service teacher will act the actions and the instructions.

**ATTACHED 1**
1. What is the meaning of outdoor activities?
2. What outdoor activities do you know? (the pre-service teachers write the answers on the board. If the students say in Spanish, the pre-service teachers translate in English)

**ATTACHED 2**
Instructions.
1. Outside the classroom, you will find 5 games.
2. We are going to divide you into 5 groups and each group stays in each game.
3. When the tambourine sounds you have to rotate to other activities together.
4. We are going to say what is the next activity for each group.

ATTACHED 3

Game 1: https://www.youtube.com/watch?v=VBHsAJri1Rc

Game 2: Hopscotch

Game 3: https://www.youtube.com/watch?v=vExizxxJiyM&t=129s

Game 4: https://www.youtube.com/watch?v=irvDhnRw5Lw

Game 5: https://www.youtube.com/watch?v=x4s2KTiXzCQ

ATTACHED 4:
## USING PORTFOLIOS TO IMPROVE WRITING SKILLS

### Lesson 6

<table>
<thead>
<tr>
<th>DATE:</th>
<th>Week 7</th>
<th>TIME:</th>
<th>2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE:</td>
<td>Second</td>
<td>ROOM:</td>
<td></td>
</tr>
<tr>
<td>TEACHER’S NAMES:</td>
<td>Ricardo Correa Forero – Ivonne Nathalia Gonzalez Meneses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TASK

Students create their paragraphs based on all the things that they learned.

### CONTENT OBJECTIVE:

Students will be able to use all the vocabulary and grammar structures that they learned before in a complete text about a healthy lifestyle.

### LANGUAGE OBJECTIVE

<table>
<thead>
<tr>
<th>LANGUAGE OBJECTIVE</th>
<th>CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to identify some grammar structures: “I have to____, I don’t have to ____.”, also, they will be able to learn more vocabulary. (Exercise, eat, healthy, food, like, vegetables, fruits, practice a sport, unhealthy. (all that students learned before)</td>
<td>Students will be identifying the importance to practice any sport.</td>
</tr>
</tbody>
</table>

### CLASS PROCEDURE:

<table>
<thead>
<tr>
<th>STAGE AND INTERACTION PATTERNS</th>
<th>ACTIVITY</th>
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<th>TIME</th>
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<tbody>
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<td>LESSON OPENING</td>
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<td>Board Marker Traffic light with the name of each student.</td>
<td>15 min</td>
</tr>
</tbody>
</table>
**USING PORTFOLIOS TO IMPROVE WRITING SKILLS**

<table>
<thead>
<tr>
<th>WARM UP</th>
<th>PROCEDURE</th>
</tr>
</thead>
</table>
| ● After the greeting, the pre-service teachers are going to write the date on the board and read it for the students.  
   “Today is ……………..”  
   ● Then, the pre-service teacher reviews the class rules and the methodology of the traffic Light. | ● Next, the pre-service teachers do a reflection about it.  
   ● Now we are going to play a game. The name of the game is “Hangman”. The pre-service teacher starts with the game and students will have the opportunity to guess the word. After this, some |
| ● The pre-service teachers review all the vocabulary taught. But, the students will have to say all the words that they remember and the teachers will write them on the board.  
   ● Now, the pre-service teachers put a video about the comparison of a healthy and unhealthy lifestyle. | |
| Markers, video. 30 min | Markers. 30 min |

https://www.youtube.com/watch?v=_HEnohs6yYw
USING PORTFOLIOS TO IMPROVE WRITING SKILLS

| ASSESSMENT | students go in front of their partners and will think in a word and the others will say letters to complete the word. |  |  
| ASSESSMENT | • Finally, the pre-service teachers paste on the board a big poster and complete with all the information that they taught (ATTACHED 1) And give to students the same in a paper The teachers do an example and students will complete it with their information. The students can create sentences with all grammar structures that they learned in the classes before. | Big poster, 28 photocopies. | 40 min  
| CLOSING | When the students finish the test, the teacher will be leading the stretching exercises. | The instructions to do the stretching exercises will be given. | 5 min  
| ANTICIPATED PROBLEMS | • Some students will not understand what the pre-service teacher says. |  |  
| POSSIBLE SOLUTIONS | • The pre-service teacher will act the actions and the instructions. |  |  
USING PORTFOLIOS TO IMPROVE WRITING SKILLS

ATTACHED 1

How did you feel? ☑ ☐ ☐
ANNEX 3: Needs analysis

1. Tengo __________ años.

2. Soy

3. Vivo con:

4. Vivo en

   - Edificio
   - Casa
   - campo
   - Otro

5. Mi casa está hecha de

   - Madera
   - Ladrillo
   - Paja
   - Otro
6. Tengo acceso a
- Internet
- Televisor
- Computador
- Radio
- Celular

7. Después del colegio me gusta
- Aparatos electrónicos
- Deporte
- Leer
- Otro

8. Mi dibujo animado favorito es

9. Mi materia favorita es

10. El inglés me parece
- Divertido
- Normal
- Aburrido
11. Pienso que estoy aprendiendo inglés porque

- Saco buenas notas
- Mis papás me felicitan
- Otro

12. Creo que mi profesor de inglés es

- Divertido
- Aburrido
- Aburrido

13. Cuando me van a calificar me siento

- Feliz
- Nervioso
- Confundido
- Triste
14. Me gustaría que me calificarán

- Con juegos
- Con notas
- Con caras

- Hablando con los papás
- Hablando con el profesor
- Otro
ANNEX 4: diagnostic test

Test

My name is ________________________________

Listening
Cambridge Young Learners English
Starters Listening
Sample Paper

Listen and tick (✓) the box. There is one example.

What's Pat doing?

1 Which is May?

2 Which is Nick's favourite ice-cream?
3. What's Ben doing?

A [ ]  B [ ]  C [ ]

4. Where's Kim's doll?

A [ ]  B [ ]  C [ ]

5. What's Dad doing?

A [ ]  B [ ]  C [ ]
Listen and colour. There is one example.
Reading & Writing

Cambridge Young Learners English
Starters Reading & Writing
Sample Paper
Part 1

Look and read. Put a tick (✓) or a cross (✗) in the box. There are two examples.

Examples

This is a flower. ✓

This is a goat. ✗

Questions

1

This is a lizard. □
2
This is a bike.

3
This is a pineapple.

4
This is a television.

5
This is a guitar.
Part 2
Look and read. Write **yes** or **no**.

**Examples**

A boy is reading a book. .................................................. yes

A monkey is sitting on the big elephant. ................................ no

**Questions**

1. There are two children in the sea. ........................................

2. The duck is walking behind the two elephants. .........................

3. The girls are playing with a ball. ...........................................

4. The woman in the boat has got a camera. ..............................

5. The crocodile is eating a coconut. .......................................
Part 3

Look at the pictures. Look at the letters. Write the words.

Example

dress

Questions

1. -------

2. -------

3. -------

4. -------

5. -------
Part 4

Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

A horse

I've got four _______ , two ears, two eyes and long
(1) _______ on my head. I'm a big animal. I don't live in
a (2) _______ , or a garden. I like eating
(3) _______ and apples. I drink (4) _______.
A woman, a (5) _______ or a child can ride me.

What am I? I am a horse.

example

legs  hippo  water  carrots

hair  man  house  piano

Adapted from:
Cambridge English Young Learners
Young Learners English Tests (YLE)
Sample papers Starters
Volume two
ANNEX 5: Teacher Survey

1. ¿Cuántos años tiene enseñando inglés a niños de primaria?
2. ¿Cuál es su nivel de inglés?
3. ¿Qué metodología utiliza en sus clases de inglés?
4. ¿Qué actividades le gusta inducir en el desarrollo de sus clases?
5. ¿Qué fuentes utiliza para alimentar sus clases?
6. ¿Qué recursos o materiales considera indispensables para el desarrollo de las clases de inglés?
7. ¿Ha tenido alguna experiencia con un niño difícil? Cuéntenos cómo fue
8. ¿Cuál es la habilidad de mayor desafío para los niños durante sus clases? y por qué
   - Listening?
   - Reading?
   - Writing?
   - Speaking?
CONSENTIMIENTO INFORMADO

Usted ha sido invitada a participar en el estudio de investigación “Formative Assessments, using Portfolios in the EFL Classroom to Improve Writing Skills” (como mejorar la habilidad de escritura usando el portafolio como herramienta de la evaluación formativa en la enseñanza del inglés como lengua extranjera), llevada a cabo por dos estudiantes de séptimo semestre de la Universidad Cooperativa de Colombia: Ivonne Nathalia González Meneses identificada con cédula de ciudadanía N° 1.098.797.785 de Bucaramanga y Ricardo Correa Forero identificado con cédula de ciudadanía N° 9.101.225 de Cartagena; Esta investigación es un estudio de caso y tiene como objetivo:

Determine the impact of a formative assessment tool such as portfolios in second-grade students’ writing skills.

Esta se desarrollará en 6 sesiones y cada una constará de una hora. En cada sesión habrá dos docentes encargados los cuales desarrollarán juntos dichas sesiones y recolectarán datos por medio de la observación participativa, grupos de discusión y grupos focales. En las clases, los estudiantes evidenciaran actividades como canciones, videos e imágenes; adicionalmente de cada clase se recolectará un producto escrito realizado por los estudiantes.

Cabe resaltar que este proyecto de investigación será sometido a prueba esperando tenga éxito, y toda la información recolectada por los investigadores será utilizada como MATERIAL CONFIDENCIAL para la investigación de carácter educativo. En ninguno de los casos los nombres, fotografías y videos de la clase u otros que ponga al descubierto la identidad de los participantes, se utilizará por terceros diferentes a los mencionados anteriormente.

Finalmente, es importante nombrar, que los participantes serán parte de nuestro estudio de forma VOLUNTARIA y que cualquiera de ellos podrá retirarse en el momento que así lo desee sin restricción alguna. Y no tendrá NINGÚN COSTO el participar en esta investigación.
USING PORTFOLIOS TO IMPROVE WRITING SKILLS

PROTOCOLO DE CONSENTIMIENTO INFORMADO
(Para estudios con participantes menores de edad)

Ivonne Nathalia González Meneses y Ricardo Correa Forero Investigador/es del Proyecto denominado [Formative Assessments, using Portfolios in the EFL Classroom to Improve Writing Skills] hemos informado a través de la hoja de información que se adjunta (Anexo) a:

_________________________________ C.C ____________________

en calidad de padres / tutores legales/ representantes del / los menores de edad

………………………………………………………………

sobre el procedimiento general del presente estudio, los objetivos, duración, finalidad, criterios de inclusión y exclusión, posibles riesgos y beneficios del mismo, así como sobre la posibilidad de abandonarlo sin tener que alegar motivos* y en conocimiento de todo ello y de las medidas que se adoptarán para la protección de los datos personales de los / las participantes según la normativa vigente,

OTORGA/N su consentimiento para la participación del / los citado/s menor/es en la actual investigación.

Fdo: ……………………………………………………………

Representante/ padre / madre / tutor/a legal [marcar lo que proceda] del / los menores de edad

Fdo………………………………………………

Investigador/a del Proyecto.

Fdo………………………………………………

Investigador/a del Proyecto.

En ……………………, a …………… de ………………… de 2…