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Abstract
The study investigated the effects of a writing portfolio project on English learning for senior high school students. It was designed to learn students" and parents" reactions toward writing portfolios,and to understand their opinions about using portfolios to replace quizzes. The participants in this research were from one class, with 43 first-grade students in Senior High. Data were collected from students" answers to questionnaire survey and parents" feedback to another questionnaire and students'portfolios.

The findings of the study are concluded as follows:

1.The writing portfolio project helped students motivate their interest in English writing.

2.The writing portfolio project helped students improve writing competence.

3.The students expressed positive attitudes toward adopting portfolio assessment to evaluate their academic achievement.

4.The parents appreciated students' writing portfolios, however, they expressed negative opinions toward replacing tests by using portfolio assessment to evaluate students' academic performance.

According to the study findings,the researcher offers some suggestions in EFL teaching.

1.EFL teachers can try to use writing portfolio as a supplement to daily quizzes.

2.EFL teachers can observe students'progress in writing through the use of writing portfolios for a long time.

3.EFL teachers can integrate the Process Writing with writing portfolio assessment.

4.EFL teachers may construct portfolios in other areas in language learning, like speaking.

5.EFL teachers can use electronic portfolios for larger capacity and longer storage.
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