Research Paper

Effect of Portfolio Assessment on Fostering Iranian EFL Students` Empowerment: University Entrance Exam in Focus

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ABSTRACT

Passing University Entrance Exams (UEE) successfully has long been the main anxiety for Iranian high school students. The reason for this mixed-methods ponder was to look at how Freshmen TEFL students experienced portfolio assessment for fostering their empowerment and also how assessment (dis)empowerment manifests itself in the English section of university Entrance Exams. The members of this consider were 100 freshmen university TEFL students who were helpfully and deliberately chosen from Shiraz, Tehran, and Isfahan universities. Not only a valid questionnaire but also group interviews were used to gather the required information. To analyze and portray the data, the researchers used descriptive statistical methods. The findings revealed TEFL pupils regarded the portfolio program as valuable for fostering their empowerment. Moreover, the TEFL students had an agreement about the disempowerment of the English section of the University Entrance Exam. Besides, the result underscored the need for more executive modes of evaluation consisting of using portfolios in UEE. Regarding the results, there are valuable suggestions for policymakers as well as constructors of the high-stake test.

Keywords Assessment; Disempowerment; Portfolio Assessment; University Entrance Exams (UEE); Empowerment

INTRODUCTION

Teaching both foreign and second languages can indeed be a continuous field for a state change. As an example, a new curriculum framework has currently been implemented in divergent parts of the planet, including genre-based, competency-based, and content-based models. In numerous nations, English has presented within the essential isn't from middle level requiring significant modern venture in course readings and educator preparing.

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Learning Co-operative, Task-Based Instruction, Multiple Intelligence, and Alternative assessment are required for instructors to consider. Assessment strategies presently incorporate an assortment of strategies with respect to surveying learners' execution inside a more real situation which incorporates self-evaluation, peer assessment, portfolios, diaries, pupil-teacher conferences, interviews, and monitoring.

Learning assessment views evaluation as an assignment of learning and its opportunity and, consequently, "assessment and learning turn out to be inseparably interlinked, so of which their

forms serve each other" (Dann, 2014, p. 164). Students' evaluation could be a notable inclusion of the presence of a school in every instructive situation (Rust, O'Donovan, & Price, 2005; Taras, 2005). Evaluation can impede the learner's role and his special eagerness and capacity aiming for self-evaluation, expertise importance for long-time learning in addition to any skill. One of the details stressed within the latest Iranian schools' educational programs – 2013 Educational modules - is the accentuation on the utilization of authentic assessment.

An Authentic Appraisal is regularly by and large characterized as a comprehensive estimation of the learners' information. Malley and Pierce (1996) portray Authentic Evaluation due to the different sorts of assessments showing students learning, accomplishment, inspiration, and states of mind toward classroom guidelines exercises. The word 'Assessment', like other names, means scoring, estimation, testing, or assessment; In the meantime, the term Authentic encompasses a comparative meaning as unique, genuine, substantial, or solid. So, the utilization of Authentic assessment has acted to empower instructors to encourage validated and reliable information on students learning advances and accomplishments.

Several studies (Adair-Hauck, Glisan, Koda, Swender, & Sandrock, 2006; Choi, 2008; Norris, Norris, Brown, Hudson, & Yoshioka, 2009) stated that typically the major aim of assessment must be to provide into the learning of students additionally to enhance both performance and its evaluation: "Tests need to be used as some kind of nexus to attach classroom-based instruction practices and performance tandem" (Adair-Hauck et al., 2006). Empowerment during this assessment framework motivates learners to have coordinated activity, both since people moreover as in bunches, to evaluate their work, to study the examination administration which related to the instructional exercise world, moreover, to arrange hones particular from individuals who are more often than not proposed.

To deliver words to learners feeling disempowered by the forms, all people are continually locked in inside an exchange with learners to create beyond any doubt that their thoughts also to forms do not come to be a smothering errand.

Consistent with Genesee, Upshur, and Richards (1996) to be ready to plan and make training is surely appropriate for special students or their groups, it's essential to be conversant in using factors to influence the performance of students in school. This specific means going beyond the actual assessment of accomplishment. Chastain (1988) believes that instructors need to evaluate continuously their teaching on the particular basis of student response, interest, motivation, preparation, involvement, perseverance, and achievement.

The particular conclusions drawn from this type of evaluation constitute their major source for measuring the particular potency of selected studying activities. To accomplish, this alternative approach (e. g. dialogue publications, portfolio conferences, interviews in addition to questionnaires, observation, etc.) are available for accumulating useful information about language learning regarding student associated factors which influence the particular processes of language training and learning.

Green (2001) (as cited in Nunan & Carter, 2001) believed that for tests and even alternative forms of language assessment to be valuable for classroom-based evaluation. They should be related to having the ability to instructional objectives and activities. They designed to improve scholar performance; appropriate development, pertinent and interesting to learners; precise; fair and continuous determination and in this way the exams. Be that as it may, not much control is applied to instructing technique. The culture of instructing is really a teacher-centered one in Iran (Azadi & Gholami, 2013).

Applying a portfolio assessment has many advantages for language learning. In language assessment, a few inquire about discoveries have affirmed that portfolios have created students' attainment and inspiration to memorize the language (Zhang, 2009). Phye (1996) indicated that portfolios enliven self-assessment, that persuades learners to practice independent learning. Moreover, portfolios

make more openings to expound pupils' abilities. They can acquire their composing abilities by applying the comments of their teachers on their portfolios and they take part in work with other pupils. A unified form of formal and informal assessment has been known by portfolio assessment as one of the alternative assessment techniques. The portfolio, a great pedagogical instrument has been identified by Hamp-Lyons (1996) as intervolving assessment with education.

LITERATURE REVIEW

There's a requirement for affecting essential changes inside the assessment strategies in instruction. The strain is on altering quantitative appraisals to subjective ones and supplanting summative with developmental assessments (Hasani, 2005). Agreeing to this strategy, powerless and powerful focuses of students have examined, supported their portfolios as decided from a report of all their capacities, aptitudes, and attitudes (Moghanizade, 2001).

The assessment framework in Iran is assailing genuine issues. A few analysts accept that the need for mindfulness and comprehension of the hindering impacts of traditional exams, the extreme need for teachers' specialized information of present-day evaluation approaches, and the need for adequate mindfulness of worldwide advancements and encounters are of the foremost imperative impediments to the renewal of the appraisal framework in Iran (Ahmadi, 2004; Ghosgolk, 2005). The test results since 1995 to 1999 illustrate that the assessment framework is common in slaves' schools has really restricted the teaching-learning preparation (Ministry of Education, 2008). Nevertheless, Aitken (2011) considered accounts of Canadian students on Evaluations. The understudies identified a few evaluation practices to be unjustifiable. These included a shortage of assortment in appraisal strategy, as well pressurized tests or inadequately exam-taking time, the mystery over test substance, organization or criteria, lacking criticism, and one-sided reviewing (Aitken, 2011). An overview on FL evaluation and its center had very comparable comes about; also, understudies said insignificant or as well

constrained consideration as include of 'bad' Evaluation (Erickson & Gustafsson, 2005).

Traditional or Alternative Assessment

Traditional evaluation takes put after learning and in this way overlooks the learning preparation inside and out (Valencia, 1990). In addition, they are restricted to a given time in a way it is an opportunity to illustrate all their information and aptitudes (Hamp-Lyons, 1996; Kohonen, 1997, 1999). Moreover, narrowing the educational program causes to criticize traditional testing, especially high-stakes testing (Shepard, 1993). Multiple-choice also tests things regularly center on measuring incomplete, decontextualized abilities and information. They may not misshape learning results but they may turn learn forms into shallow repetition of learning (Shepard, 1993; Välijärvi, 1996). Memorizing and maintaining information in memory take off small room for high-order learning including problem-solving, various aptitudes and information integration, basic considering, and imagination (Gipps, 1994; Harlen, 2006). There are different names alternative evaluation including achievement(-based) assessment or authentic evaluation. Numerous creators have to utilize these words "synonymously to cruel different of performance assessments that need students to make rather than select a response"(Herman, 1992, P. 2).

Portfolio Assessment

Burkšaitienė and Teresevičienė (2008) manifested that students' recognition of utilizing portfolios for law learning English escalates students to discover out a far-off language. Furthermore, it improves students' fulfillment and energizes them to require control of their learning. Improving learner independence is one of the foremost highlights of portfolio evaluations. the adjustability of portfolios is respected to make them perfect instruments for empowering learner autonomy" (p. 34). Consistent with Al Hosni (2017), portfolios have advantages for not only instructors but also learners, as portfolios give prove around learning advance of language learners. At a proportionate time, instructors can scrutinize and indicate on the viability of

their instructing practices (Paris & Ayres, 1994). So also, Paesani (2006) demonstrated that portfolios offer assistance to improve linguistic competence of students and their language abilities. According to Öztürk and Çeçen (2007), the impact of portfolios on composing anxiety of EFL learners. The discoveries highlighted the usefulness of portfolios in decreasing learners' stress and improving their inspiration to compose down. Steady with Huang (2012), portfolios empower pupils to progress their capacity to talk, when they write in school and out of advancement. In addition, by keeping portfolios, students find this opportunity to inspire feedback from their instructors and peers.

Although, there are various points of interest in utilizing an approach of portfolio in EFL classrooms, actualizing this alternative instrument involved numerous problems for language instructors and pupils. According to Phye (1996), instructors were made less eager to utilize portfolio evaluations, much appreciated to the required time for assessment since it may take time to handle for learners and instructors. The discoveries from Pollari's (2000) case ponder appeared that the bulk of the researchers preferred portfolio evaluations, expressing that keeping a portfolio made a difference for them to be more independent. In any case, a number of the members communicated their refusal of the approach, as they considered it unacceptable for them. The utilize of a portfolio in instructing may be a generally modern practice.

According to Iturain (2007), Europe instructors and pupils are working with Language Portfolios from 1998 to 2000. the period when different models of European Language Portfolio (ELP) were guided in Europe. The identifications, the language life story, and subsequently the file are three models of employing a portfolio in educating English for youthful learners (Iturain, 2007). The International id, as a case, contains real data around the dialect learner. It presents a learning background of the learners encounters that during the activity ask learning English. It's aiming to moreover include any certificates or capabilities that appear at the level of learners in a universal straightforward way.

Empowerment and Disempowerment Role of Assessment

Evaluation is "very much a work out of power" (Välijärvi, 1996, p. 13). Assessment ought to hence meet specific moral prerequisites (Atjonen, 2007; Välijärvi, 1996). Morally talking to be valid and reliable, the evaluation ought to moreover be reasonable, fair, and straightforward (Atjonen, 2007). Moreover, the evaluation ought to maintain a strategic distance from causing hurt, and instep, a point at doing well, at advancing and persuading learning, for the occasion (Atjonen, 2007). Evaluation ought to moreover regard students' independence, their right to create their claim choices (Atjonen, 2007). However, the students 'attitudes, assessment is frequently or maybe the experience of disempowering. Pupils are the assessment objects, with a little, on the off chance that any, say within the evaluation prepare and its choices (Aitken, 2011; Boud, 2007; Shohamy, 2001, 2007). In any case, using assessment data and choices made on the premise of the evaluations including graduation or get to encourage the instruction, may of the time have important results for understudies (Boud, 2007; Shohamy, 2001; Virta, 2002). At most noticeably awful, learning isn't driven by learning needs of students or preferences ; however, it may be forced by high-stakes testing (Kornhaber & Orfield, 2001). Evaluation can moreover impede learner part of students and their eagerness and content for self-assessment, and ability vital for life-lengthy learning and any mastery. To summarize the discourse above, the traditional evaluation does not show up to advance student reinforcement in giving decision-making control sense to students, independence, or organization at any steps of the evaluation procedure. The majority of the studies detailed here have centered on self-and peer appraisal as a potential mean for appraisal strengthening for higher instruction. In another word, they have focused on who makes the evaluation decision and who communicates it. Be that as it may, the consider by Leach et al. (2000, 2001) advertised students' decision-making control office and independence within the plan and collection of assessment prove as well as in its translation. Hence, the consider by Leach et al. (2000,

2001) empowered, in addition, completed evaluation empowerment all through the evaluation preparation.

University Entrance Exam in Iran

Entrance Examination (EE) as an imperative angle of today's instructive framework should be considered in different issues counting testing standards. The prerequisite of the entrance exam is growing day today to make the method of affirmation clearer, particularly in a few kinds of colleges in Iran. The issues of the appraisal framework in Iran were explored by Arani and Farahbakhsh (2012), they have displayed that the evaluation framework in Iran is with serious issues. In his term paper, it is declared that a few analysts accept that the need for mindfulness and understanding of the troublesome impacts of traditional exams, the disjoin nonappearance of teachers' indicated information of present-day evaluation approaches, and the need for satisfactory mindful are the most impedes to create new assessment framework in Iran (Ahmadi, 2004; Ghosgolk, 2005). According to the reports of service of instruction in (2008), the tests of 1995 to 1999 have really restricted the educating learning process. The extraordinary emphasis in this framework on the ultimate score has caused harm to the students' imagination as well as the need for presentation to higher cognitive skills (Kakia & Almasi, 2008; Pormohammadi, 2008). Jalessi et al. (2013), in another, ponder expressed that the only technique that the ministry of instruction applies to progress the quality of the exam is to analyze test things after their organization. The weakness of both the indirect writing test and more direct timed-essay assessment have been reflected by using portfolio assessment. Therefore, the purposes of this study are as following:

RQ1. *What does predict (dis)empowerment in University Entrance English Exam, and the way assessment (dis)empowerment manifest itself?*

RQ2. *Does a portfolio assessment foster empowerment in University Entrance English Exam?*

RQ3. *What is the general involvement of Iranian EFL university freshman undergraduates in the University Entrance English Exam?*

METHODOLOGY
Design of the Study

This study was based on the tenets of mixed-methods paradigms, given the nature of the instruments used for gathering data and the purpose of the study. The framework of mixed strategies investigates (MMR), points to "draw from the qualities and minimize the weaknesses" of both quantitative and qualitative data (Johnson & Onwuegbuzie, 2004, P. 15). The convergent parallel plan was chosen (Creswell & Clark, 2017) and most qualities of the design lie within the truth that it permits for the rise of "new clarifications, questions, and indeed hypotheses" (Lund, 2012; Wolff, Knodel, & Sittitrai, 1993, P. 297) and it may "validate or prove the quantitative scales" (Creswell, Klassen, Plano Clark, & Smith, 2011, P. 73).

The information was assembled by both researcher-made "open-ended questionnaire" and semi-structured interviews. At that point, the results got independently from the two information sets (subjective and quantitative) were blended, compared, and translated together.

The quantitative information assembled through the Student Perceptions of Assessment Questionnaire (SPAQ) and the SPSS program was used to analyze quantitative information. In any case, subjectively, it was considered prudent to assist test into the issues persuading the consider by conducting one to one meeting with a few of participants; since the semi-structured interviews would permit the members more amplified and important openings to comment on the questions the ponder was outlined to examine.

Participants

The population of the current study was one hundred TEFL, Translation Studies and English-Literature freshman students from Isfahan, Shiraz, and Tehran Universities. Sixty-seven female and 33 male EFL first-year students, 18 and 21 years old, participated in this study. All of them were chosen based on their availability and their willing to participate.

Procedures

To investigate the effect of portfolio on fostering students' empowerment, a 40-items open-ended questionnaire and a semi-structured interview were designed by the researchers. To do this, the survey items were used to cover topic areas including the major reasons to administer the UEE, the main characteristics in administrating the English part of UEE exam in Iran, and at last EFL students' recognitions around utilizing portfolio programs for promoting their empowerment abilities. Three language experts scrutinized the questionnaire validity by determining the appropriateness of the questionnaire items in terms of the content and language. In addition, a pilot study was conducted to find the research feasibility and reliability, internal consistency reliability was estimated by Cronbach's alpha.

To develop general questions for interview, the researchers specified the main themes of the research questions. In order to explore the learners' attitude toward the disempowerment role of assessment in UEE, the interviews were done with a number of participants who were willing to take part in this process. In this manner, the participants were met based on a number of common questions created in a way to cover the main subjects of the individual research questions. Interviewees were included questions to assemble subjective information on the participants' perceptions of high-stakes tests such as the validity and reliability of Iranian Nation-Wide University Entrance Exam, the degree of the suitability of this exam, the participants' ovverall involvement in the university English Entrance Exam, the determining components in the forecast of disempowerment in the evaluation of the English Entrance Exam of University, and how the disempowerment of the assessment shows itself.

The semi-structured interview was run with arbitrarily chosen participants who pronounced their readiness. Twenty-eight participants were interviewed on a number of questions covering the major subjects of the individual research questions of the study with respect to their general involvement in the university English Entrance Exam, the deciding components in expectation of disempowerment in University English Entrance Exam evaluation, and how assessment disempowerment shows itself.

Table1

Students' Recognitions of Assessment Disempowerment Appearance in the UEE English subtest

Explanation	Strongly-Agree	Agree	Undecided	Disagree
Pupils were evaluated on what the instructor has not taught them.	4 6.57%	10 9.58%	6 12.60%	27 23.83%
How the students were assessed was not similar to what they did in class.	10 5.75%	4 7.67%	7 11.50%	37 23.56%
The Assessment focused on what the students didn't understand.	40 44.93%	39 26.57%	5 13.42%	9 5,75%
The assessment focused on what the students didn't memorize.	45 30.41%	34 20.27%	4 22.46%	5 10.13%
The assessment did not concentrate on what the pupils have done in class.	55 3.83%	24 7.12%	3 10.13%	6 28.76%
I didn't know how a particular task will assessment be marked.	75 46.30%	23 30.95%	0 12.05%	2 3.28%
The assessment didn't help students use what they know to the problems of real life.	77 47.39%	13 22.19%	5 17.80%	5 4.93%

RESULTS

To discover out what anticipated evaluation disempowerment,   and   how   the

disempowerment of the assessment was observed in the UEE English subtest, the reflection of the students' attitudes towards the important segment of the questionnaire was replicated in Table 1. The results uncover more than 45% of the members did not accept that they were surveyed on what the educator had not instructed them. In addition, they opposed this idea that their evaluation was not comparable to what they did in course. In any case, almost 40% of them accepted that the evaluation centered on what the students did not memorize and get it. They too did not have sufficient information almost evaluation and its usage in real-life issues (45%). To find out if the disempowerment degree was of factual importance or not, a one-sample t-test was conducted and displayed in Table 3. It was revealed that the students' recognitions with respect to evaluation disempowerment did not reach factual centrality (p > .05), driving the researchers to the conclusion that evaluation disempowerment was showed (in spite of the fact that not essentially) within the UEE English subtest. The general mean score in Table 3 (M = 3.94) appears that educational strategies of teachers and instructional procedures are not sufficiently adjusted to meet the requests of UEE. That is to say, this appears the evaluation disempowerment prevailing among the pupils wishing to require the UEE.

Table 2

Assessment Disempowerment and One-sample T-Test Results

	Test Value=3					
	95% Confidence Interval of the Difference					
	overall		Sig.			
	T	Df	Mean Score	(2-tailed)	lower	Upper
Assessment	1.78	6	3.94	.124	-.3471	2.2271
Disempowerment	7					

Table 3

Role of Portfolio in Fostering EFL Students' Empowerment

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean
It is clearly linked with instructional objectives.	46 / 48.21%	25 / 20.54%	11 / 11.23%	15 / 7.67%	3 / 3.56%	4.82
It is an ongoing assessment system.	36 / 33.42%	35 / 21.64%	10 / 18.35%	16 / 9.58%	3 / 7.94%	4.36
It is performance based and emphasizes purposeful learning.	50 / 26.02%	21 / 23.83%	13 / 15.89%	14 / 18.63%	6 / 6.30%	4.10
It can be fun exciting, and a concrete method to assess a learner's strengths.	49 / 23.83%	22 / 24.93%	10 / 8.21%	16 / 10.13%	7 / 14.79%	3.90
It can analyze growth and development of both students and their families.	47 / 37.67%	24 / 8.76%	13 / 11.50%	15 / 21.64%	5 / 8.63%	4.47
It can put more emphasis on the integration of skills.	12 / 24.76%	15 / 24.38%	4 / 13.13%	25 / 10.68%	46 / 11.78%	4.11
It can assess competencies, and developmental	15 / 33.69%	12 / 25.47%	3 / 16.71%	28 / 8.49%	50 / 5.75%	4.49

changes over time.

The second question investigates whether a portfolio program cultivates EFL students' empowerment. Therefore, the first part of the questionnaire was used for this purpose consisted of seven statements which were about attitudes of students toward portfolio assessment. These items were intended to assess competencies and developmental changes over time. The questionnaire was administered to the students; and all the students responded to the questionnaires and gave back their portfolio.

The results indicated the larger part (48%) of the students considered portfolios related to guidelines goals. Many students (33%) perceived portfolio as an ongoing assessment system and like to respect the portfolio as part of the learning engagement. (37.5%), believed that it can analyze growth and development of both students and their families. Items 4 and 6 obtained relatively lower ratings with 24.3% students reporting they are confident in creating portfolio and its emphasis on the integration of skills, while 33% students said that it can assess competencies, and developmental changes over time. Looking at these results from a different perspective, it could be seen that the questionnaire items all received larger-than-average mean scores (as the average value of the choices was 3.00), which means that the respondent agreed with all the statements in

these questionnaire items. In fact, items # 1 (M = 4.82) and 7 (M = 4.49) received the highest mean scores in the table above, which means that the respondents most agreed with the ideas that (a) portfolios are clearly linked with the instructional objectives, and (b) they can assess competencies and developmental changes over time. A one-sample t-test was conducted with the mean scores of the items in this questionnaire to see whether the positive attitudes of the students towards portfolio assessment reached statistical significance or not. The results of this *t*-test are displayed in Table 5:

The findings of the t-test indicated in Table 5 uncover that the students' positive demeanors towards portfolio assessment were of measurable centrality (p < .05), showing that a portfolio program cultivates EFL students' empowerment. A great number of the overviewed pupils (33%) accepted that the UEE acted as a great cause to empower students to play a dynamic part in learning. A roughly comparable number of students (29%) kept up that the UEE pointed to get ready students for their future careers. They moreover accepted (26%) that it extended the gap between top and low students. In any case, exceptionally few students held that it served to plan students for communicative purposes and/or real-life experiences.

Table 4

Results of one -Sample t-test for portfolio Assessment

Test Value=3						
		95%Confidence Interval of the Difference				
T	Df	Overal	Sig.(2-tailed)		Lower	Upper
Portfoli			Meanscore			
Assessment	11.324	6	4.32	.000	1.0359	1.6070

Table 5

General Experience of Students about UEE English Subtest

Main Topics	%
The assessment empowers pupils to communicate more.	16%
The assessment prepares students for their latter job.	29%
The assessment contracts the gap between English utilize in the lesson and exterior the lesson	12%
The assessment increases the gap between top and low students.	26%
The assessment persuades students to play an active role in learning.	33%
The assessment stimulates students to utilize integrated skills.	17%

The assessment is more related to communicative objectives.	13%
The assessment is more practical and closer to real life.	15%
The assessment has sufficient emphasis on communicative activities.	11%
The assessment has sufficient emphasis on productive skill such as speaking and writing.	19%

Table 6 appears whether the students varied in their supposition or whether there were no significant contrasts among them: In Table 7, the Std. Residual values were not revealed to surpass the ranges of ± 1.96. Thus, the results revealed no contrasts among the pupilss' recognitions of the encounters of the UEE English subtest.

Table 6

Experiences of Students and the descriptive features of UEE

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Count	13	27	15	29	16	100
%Within 100% Group	13.00%	27.00%	15.00%	29.00%	16.00%	
Residual		-0.4	0.7	-0.2	0.11	0.9

To measurably affirm this result, the Table 8 indicated the chi-square examination ($\chi 2$ (3) = 1.34, p > .05) in Table 7 uncovered that there were no critical contrasts between the students' recognitions of their general encounters of the UEE.

Table 7

Experiences of Students and the UEE: chi-Square Analysis

	Test	Value	Df	Sig(2-tailed)
Overall Experiences	Pearson chi-square	1.34	3	.482

The interview questions were listed to scrutinized the first-year recruits EFL learners' demeanor toward the substance of UEE consistency with instructive educational programs, distinctive sorts of assessment, the degree that the UEE made a difference them to use what they k now to their real-life problems and at last, their discernment toward College Entrance Exam in common. The participators of the ponder presumed that since zones such as dictation or pronunciation are not included in UEE, they ought to not center on these zones within the classroom. This may definitely promote high school English teachers to conduct their teaching style to the test format and disregard doing communicative activities and practicing productive skills in the classroom, So the UEE isn't related to communicative points. In expansion, the freshmen learners stated that the result of UEE can't recognize students' quality which choices based on UEE aren't reasonable. In brief, due to the importance of UEE, instructors put more consideration on the capacities that are emphasized by UEE or the last exam, and less on those that are not included in UEE. With respect to exam inclination, the results appear that the larger part of students specified that they lean toward portfolio evaluations instead of traditional tests. Besides, they consider portfolios to be more beneficial and viable. In any case, a few of them displayed a need for motivation and reliance approximately their abilities in having portfolios as an appraisal strategy. Usually not astounding, that not all of them utilized portfolios evaluation, and they are closely affected by traditional tests. It time consuming to be usual to alternative appraisals and secures the required abilities and information.

DISCUSSION

The essential reason for this consideration was to predict disempowerment in the UEEE

assessment, and the refection of assessment disempowerment. The results of students' recognitions of Assessment Disempowerment Appearance in UEE, revealed that their evaluation was not comparable to what they did in the course. All the investigations of this ponder resulted within the same conclusions on (dis)empowerment of UEE. The students dreaded UEE but indeed course exams had as well much weight or weight for their consolation. Hence, kind of assessment (Cassady, 2010; Hembree, 1988; Knekta, 2017) had a clear affiliation with assessment (dis)empowerment. In the other part of the analyses, the results showed that a portfolio program fosters EFL students' empowerment. In the other part of the analyses, the results showed that a portfolio program fosters EFL students' empowerment. Portfolio's evaluation is basically an ensured instrument to evaluate students' learning in arrange to induce a valid and authentic depiction of students' learning and accomplishments. This appears to be an assessment just like the right choice as a reaction to people's feedback of the utilizes of traditional normalized national exams such as UEE.

One of the reasons is to suggest use of this kind of authentic evaluation by instructors within the most recent 2020 Educational programs. It is critical to say that the result of the present considers is in agreement with what portfolio defenders (Chen, 2002; Kowalewski, Murphy, & Starns, 2002; Weiser, 1992) proposed that such technique of evaluation persuades EFL students to memorize and progress their execution. Weiser (1992) noted that students were pleased with the portfolio evaluation strategies since they got consistent criticism and seem to consider the comments carefully as they would give them recommendations for change. The importance of the consideration here was on changing quantitative appraisals to qualitative ones and take the place of summative with formative assessments (Hasani, 2005). By this method, powerless and strong angles of students are considered based on their portfolios as determined from a report of all their capacities, aptitudes, and demeanors (Moghanizade, 2001). This is in contrast with findings of Caner

(2010), who believed that the majority of the participants in his research preferred not to be evaluated by portfolios and preferred traditional assessments instead. The participants were asked to share their own experiences and opinions on assessment. The discoveries were hence complemented and investigated by Aitken (2011) and by Erickson and Gustafsson (2005). The results have demonstrated that students' involvement evaluation and disempowerment exceptionally in an unexpected way and hence moreover respond to it in personal ways. As this ponder has appeared, students are people and they have diffrent abilities and points as well as diverse qualities and shortcomings. Subsequently, they moreover experience evaluation and its strategies in an unexpected way and respond to them in personal ways. Also, the evaluation ought to be both summative and focus as it was on the results of learning (learning assessment) but more consideration ought to be paid to appraisal for learning, i.e. formative assessment. Moreover, differentiating the assessment strategy and evaluation purposes seems to mean that evaluation would not debilitate and disempower the same pupils each time.

The interview questions were listed to scrutinized the first-year recruits EFL learners' demeanor toward the substance of UEE consistency with instructive educational programs, distinctive sorts of assessment, the degree that the UEE made a difference them to apply what they know to their real-life problems and at last, their discernment toward College Entrance Exam in common. The participators of the ponder presumed that since zones such as dictation or pronunciation are not included in UEE, they ought to not center on these zones within the classroom. This may definitely promote high school English teachers to conduct their teaching style to the test format and disregard doing communicative activities and practicing productive skills in the classroom, So the UEE isn't related to communicative points. In expansion, the freshmen learners claimed that the result of UEE can't recognize students' quality which choices based on UEE aren't reasonable. In brief, due to the importance of UEE, instructors

put more consideration on the capacities that are emphasized by UEE or the last exam, and less on those that are not included in UEE. With respect to exam inclination, the results appear that the larger part of students specified that they lean toward portfolio evaluations instead of traditional tests. Besides, they consider portfolios to be more beneficial and viable. In any case, a few of them displayed a need for motivation and reliance approximately their abilities in having portfolios as an appraisal strategy. Usually not astounding, that not all of them utilized portfolios evaluation, and they are closely affected by traditional tests. It takes time to gotten to be usual to alternative appraisals and secures the required abilities and information.

CONCLUSION

Most imperatively, the current study inquired students themselves for their own encounters and suppositions on evaluation and hence given them a true blue articulate in evaluation. The discoveries of this inquire about in this way complement as well as bolster prior inquire about by Aitken (2011) and by Erickson and Gustafsson (2005). The findings demonstrated that students' involvement in evaluation and (dis)empowerment exceptionally in an unexpected way. Moreover, they respond to it based on their own ways. The results of this consider have some recommendations for EFL teachers' instructing. Many Iranian EFL instructors are not recognizable with the adverse impacts of instructing for the UEE, they attempt to alter their technique to the necessities of that test. In this manner, they got to become aware of the impact of UEE and attempted to play down the negative impacts. Meanwhile, the findings can be used in three bunches of individuals: a) at the micro-level, as the two portions of educating and learning preparation including instructors and students, b) at the macro level, to the UEE designers and chairmen, curriculum designers as well as arrangement producers, particularly those who are more concerned with giving empirical support for high-stake tests phenomenon.

The results can shed valuable light to help educators and testing authorities provide a more suitable assessment tool which has effect on the future careers and lives of a very large number of Iranian students. The limitations of the study are worth mentioning because they provide suggestions for further research. The English section of the UEE included grammar, vocabulary, and reading comprehension. However, most of the factor structure (invariance) studies on high-stakes tests in the literature have been composed of speaking, listening, reading, and writing. Therefore, comparing the present study results with those of the literature and making claims about componental of language proficiency and its factor differentiation based on these results should be carried out with caution. The second limitation is to do with the nature of the portfolio evaluation utilized here. As said sometime recently, a portfolio may be a pupil's work collection, encounters, presentations, self-ratings, commentaries, etc. accumulated over time. In any case, since in this think about, portfolio evaluation was proposed as a procedure to assess UEE candidates, such necessarily highlights as self-rating or commentary were neglected. More comprehensive considers can be conducted which take thought of these critical highlights of portfolio evaluation.

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