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PORTFOLIO AS AN ASSESSMENT TOOL IN SELECTED MALAYSIAN ENGLISH AS A SECOND LANGUAGE SECONDARY CLASSROOMS

By

CHARANJIT KAUR A/P SWARAN SINGH

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements for the Degree of Doctor of Philosophy

October 2014

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Abstract of thesis presented to the Senate of the Universiti Putra Malaysia in Fulfilment of the requirement for the degree of Doctor of Philosophy

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October 2014

Chairman : **Arshad Abdul Samad, PhD**

Faculty : **Educational Studies**

This study investigated the implementation of portfolio as an assessment tool for learning in selected Malaysian ESL (English as a Second Language) secondary classrooms. It was also conducted with the intention of constructing a model of portfolio assessment for ESL teachers to integrate assessment with teaching. It also investigated students' response towardsthe use of portfolio as an assessment tool on learning and factors that influenced ESL teachers to use portfolio as an assessmenttool.

Qualitative approach specifically, a case study was employed so that a detailed information could be obtained from the teachers' experiences in the natural context of implementing portfolio as an assessment tool. Data collected through interviews, observations and documents were analysed inductively using the data analysis approach expounded by Miles and Huberman (1994). Data from interviews, observations and documents were analysed inductively for dominant issues and categories. The portfolio assessment was implemented at the beginning of the year in January, in two different schools in an ESL class of 35-40 students in Perak and Selangor. The participants consisted of nine ESL teachers and forty-five ESL students, who come from a variety of different linguistic and cultural backgrounds, in a Malaysian classroom setting. The nine ESL teachers were interviewed. The students were also interviewed in groups to ascertain their response towards the use of portfolio as an assessment tool. Each interview lasted between an hour to about two hours, were taped

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recorded, transcribed verbatim and analysed manually. Observations were made to investigate the teachers' implementation of portfolio as an assessment tool. The model was developed based on the teachers' pedagogical practices. Triangulation method was used to interpret the data and the findings showed that the overall content of the portfolios can be used to validate and document both process and product of learning and formation of language.

The findings showed that the teachers followed a general procedure for implementing portfolio as an assessment tool which included: explaining the assessment purpose, evaluating the portfolio and preparing the teaching and learning activities. The findings also revealed that there were five major considerations in implementing portfolio as an assessment tool, namely assessment purpose, collection of evidence, evaluation of evidence, reflecting on learning and assessment decision. Teachers adhered to these stages to ensure the implementation of portfolio as an assessment tool work smoothly. It was also found that the implementation of portfolio as an assessment tool in the classroom has allowed the teachers to evaluate their students' potential in tracking the ability to master the topics taught and enable students to know how they progressin their lessons. The findings also indicated that the students noticed the potential of using portfolios thatcould improve their learning because it enabled students to think critically and independently.

Four major conclusions were drawn from this study. First, teachers, who implemented portfolio as an assessment tool, sustain their teaching to ensure accuracy of the assessment techniques, improve their satisfaction in evaluation, and ultimately benefit the ESL students. Second, portfolio assessment model allows the teachers to see new developments and directions in teaching and learning if it is implemented appropriately. Third, addressingthe issue that students study merely for the examination can reduce the stress for the stakeholders involved and integrate portfolio and traditional assessment complementarily can make evaluation practical. Finally, portfolio assessment processes are in line with the social constructivist view of learning which promotes learners to create their personal meaning from any learning situation or social context without relying too much on the teachers.

The study has provided several pedagogical implications for adopting portfolio as an assessment tool in the ESL classrooms for instruction, assessment and curriculum to ESL teachers, policy makers and educational researchers in the Malaysian and other similar contexts. Recommendations have also been made for the benefits of ESL teachers and future researchers more broadly.

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Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

PORTFOLIO SEBAGAI ALAT PENILAIAN DALAM BILIK DARJAH TERPILIH BAHASA INGGERIS SEBAGAI BAHASA KEDUA DI MALAYSIA

Oleh

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Oktober 2014

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Kajian ini meninjau pelaksanaan portfolio sebagai alat penilaian untuk pembelajaran Bahasa Inggeris sebagai Bahasa Kedua (ESL) di dalam bilik darjah di sekolah menengah yang terpilih di Malaysia. Ia turut dijalankan dengan tujuan membina satu model penilaian portfolio bagi guru-guru ESL supaya penilaian dapat diintegrasikan dalam pengajaran. Ia turut meninjau respons pelajar terhadap penggunaan portfolio sebagai alat penilaian ke atas pembelajaran dan juga faktor-faktor yang mempengaruhi guru-guru ESL menggunakan portfolio sebagai satu alat penilaian.

Rekabentuk kajian kualitatif menggunakan kaedah kajian kes telah digunapakai untuk memperolehi maklumat terperinci daripada pengalaman guru-guru dalam konteks semulajadi dalam melaksanakan portfolio sebagai alat penilaian. Data dikumpul melalui temubual, pemerhatian, dan dokumen dianalisis secara induktif dengan menggunakan pendekatan analisis data oleh Miles dan Huberman (1994). Data daripada temubual, pemerhatian dan dokumen dianalisis secara induktif bagi isu-isu dan kategori yang dominan. Penilaian portfolio telah dilaksanakan pada awal tahun dalam bulan Januari, di dua buah sekolah yang berlainan di dalam bilik darjah ESL yang mengandungi 35-40 orang pelajar di negeri Perak dan Selangor. Responden terdiri daripada sembilan guru ESL dan empat puluh lima orang pelajar ESL, yang datang dari pelbagai jenis latarbelakang linguistik dan budaya, di dalam persekitaran bilik darjah Malaysia. Sembilan orang guru ESL telah ditemubual. Pelajar turut ditemubual di dalam kumpulan untuk menentukan respons mereka terhadap penggunaan portfolio sebagai alat penilaian. Setiap temubual mengambil masa di antara sejam hingga dua jam, telah dirakamkan, ditranskrip secara verbatim and dianalisis secara manual. Pemerhatian juga dibuat bagi meninjau pelaksanaan portfolio sebagai alat penilaian oleh guru-guru.

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Sebuah model telah dibentuk berdasarkan amalan pedagogi guru. Kaedah pengesahan digunakan untuk menerangkan data dan dapatan kajian menunjukkan keseluruhan kandungan portfolio boleh digunakan untuk mengesahkan dan mendokumentasikan proses dan produk pembelajaran dan juga pembentukan bahasa.

Dapatan kajian menunjukkan bahawa guru-guru mengikuti satu prosedur am dalam melaksanakan portfolio sebagai alat penilaian yang merangkumi: menerangkan tujuan penilaian, menaksir portfolio dan menyediakan aktiviti-aktiviti pengajaran dan pembelajaran. Dapatan kajian turut menunjukkan terdapat lima pertimbangan utama dalam pelaksanaan portfolio sebagai alat penilaian yang terdiri daripada tujuan penilaian, pengutipan bukti, petaksiran bukti, refleksi terhadap pembelajaran dan keputusan penilaian. Guru-guru mematuhi setiap peringkat bagi memastikan pelaksanaan portfolio sebagai alat penilaian dapat dijalankan dengan lancar. Turut didapati bahawa pelaksanaan portfolio sebagai alat penilaian di dalam bilik darjah telah membolehkan guru-guru menaksir potensi pelajar-pelajar dalam mengesan kebolehan mereka untuk memahami topik yang diajar dan membolehkan pelajar-pelajar mengetahui pencapaian mereka dalam pelajaran. Dapatan kajian juga menunjukkan pelajar-pelajar telah menyedari potensi menggunakan portfolio dapat meningkatkan pembelajaran mereka kerana ia membolehkan pelajar-pelajar berfikir secara kritis dan secara berdikari.

Empat kesimpulan telah dirumus dari kajian ini. Pertama, guru-guru, yang telah melaksanakan portfolio sebagai alat penilaian, kekalkan pengajaran mereka untuk memastikan ketepatan teknik-teknik penilaian, meningkatkan kepuasan mereka dalam pentaksiran di mana akhirnya memanfaatkan pelajar-pelajar ESL. Kedua, model penilaian portfolio membolehkan guru-guru melihat perkembangan dan arah baru dalam pengajaran dan pembelajaran jika ia dilaksanakan dengan tepat. Ketiga, menangani isu pelajar-pelajar yang belajar semata-mata untuk peperiksaan boleh mengurangkan tekanan pemegangtaruh yang terlibat dan mengintegrasikan portfolio sebagai pelengkap kepada peperiksaan tradisional akan menjadikan pentaksiran lebih praktikal. Akhirnya, proses penilaian portfolio adalah sejajar dengan pandangan pembelajaran social konstruktivist yang menggalakkan pelajar-pelajar mencipta makna peribadi dari mana-mana situasi pembelajaran atau konteks sosial tanpa terlalu bergantung kepada guru-guru.

Kajian turut menyumbang beberapa implikasi pedagogi menggunakan portfolio sebagai alat penilaian di dalam bilik darjah untuk pengajaran, penilaian dan kurikulum bagi guru-guru ESL, pembuat-pembuat dasar dan para penyelidik pendidikan di Malaysia dan bagi konteks lain yang sama. Cadangan juga telah dikemukakan bagi faedah guru-guru ESL dan juga penyelidik-penyelidik masa depan secara umum.

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LIST OF ABBREVIATIONS

SBA	School-based Assessment
MOE	Minister of Education
KSSR	Kurikulum Standard Sekolah Rendah
PBS	Pentaksiran Berasaskan Sekolah
PKBS	Penilaian Kendalian Berasaskan Sekolah
KBSM	Curriculum for Secondary Schools

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CHAPTER ONE

INTRODUCTION

1.0 Assessment and Portfolio Assessment

The concern for students' achievement in English has received a lot of attention. The problem of mastering English does not involve students alone. The English language teachers are also affected. The nature of assessment plays a crucial role in English language curriculum in the schools. Teachers use assessment to assist students to attain the aims of English language curriculum by comprehensively accounting students' learning over a period of time. As such, teachers use assessment to diagnose students' weaknesses to improve their own teaching strategies so that they can evaluate the students' styles and strategies to scaffold those who need assistance (Hosseini & Ghabanchi, 2014).

Teachers have realized that the current design of evaluation procedures does not truly reflect students' capabilities in the English language. The fact is that evaluation has been generally in the traditional approach, which holds the philosophy that one test will represent all students despite individual differences (Mohtar, 2010). The stakeholders including school board, parents, staff and students are highly concerned about the examinations scores as they use them to show how diligent students are and how well teachers perform. Consequently, teachers have great anxiety preparing students for examination rather than focusing on the curriculum and needs of the students under these circumstances. Thus, teachers are on the lookout for an alternative form of evaluation which allows for effective teaching and learning. Teachers have resorted to alternative assessment as a means to modify their teaching and make learning more meaningful in the classroom.

Teachers of English as a second language (ESL) use portfolios, a non-traditional form of assessment as a means of gathering information on their students to examine achievement, effort, improvement and the process of self-assessment. While many proposals have been made on how portfolios can be implemented, there is a need to seek teachers' views on the use of portfolio as an assessment tool in the classrooms. Teachers use portfolios to complement the traditional examination in order to assist students to improve their learning.

1.1 Background of the Study

Although the term 'assessment' is familiar, much of what we understand and read in magazines, newspapers and online resources is about its nature either summative or formative or its importance in the process of teaching and learning. There is little information about how it promotes students' multiple knowledge, and operation at higher cognitive skills.

In Malaysia, examination is the method used to assess student's performances. In fact, there is no other form of assessment apart from examination. In reality, the purpose of examination is for summative evaluation (Udoukpong & Okon, 2012). These evaluations are to see if the students understand and could apply the concepts that they have learned throughout the year. As a result, the centralized examinations influenced teachers to narrow the curriculum by giving students previous tests or teach unnaturally which focused on more examination kind

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of teaching (Herman & Golan, 1991). This indirectly motivates students to prepare solely for the examinations. With examination being the only form of assessment, therefore, it is essential that the examination must be able to reflect the student's knowledge and performances (Mohtar, 2010). Students create a culture of scoring A's as their goals (Hsu, 2010). Students believe that being academically successful is when they are able to score straight A's. Students give priority and emphasis on scoring for examinations and not to learn. The purpose of learning is not given priority because students have no choice other than memorizing and regurgitating information in the examinations. Therefore, the process of learning is lacking and it is not a true evaluation on their performance as it has become a process of scoring (Black & William, 1998).

Students are comfortable memorizing every single fact that they read and this has become a common phenomenon in Malaysia. Notable here is that any student with excellent memory is able to score high marks. The question of administering the right assessment strategy to the students and the need to know how reliable these results are in reflecting the students' understandings are of great concern (Mohtar, 2010).

On the contrary, the National Philosophy of Education emphasizes on "developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious" (National Education Philosophy, 1998). Stiggins (2005), for example, suggests that one strategy teachers can explore in assessment for learning is to provide students with a clear vision of the learning target from the beginning of the learning. It is crucial for teachers to provide students with continuous access to descriptive feedback which can give students an idea on how to improve the quality of their work. As a result, students will learn to generate their own descriptive feedback in their learning and take the responsibility in monitoring their own success (Stiggins, 2005). Thus, some researchers suggest that the use of portfolios will benefit and assist English as a Second language/English as a Foreign Language ESL/EFL students to monitor their own learning (Hamp-Lyons, 1995; Hamp-Lyons & Condon, 2000; Delett, Barnhardt & Kevorkian, 2001; Song & August, 2002).

Malaysian students come from different backgrounds with diverse cultures, and they have different needs based on their abilities. The Humanistic philosophies believe that in order for students to perform well, all basic needs must be provided (Huitt, 2009). This would mean looking at the students' background as well as teacher's pedagogies (Oran, 2009). Therefore, the results of a single form of examination do not indicate the multiple intelligences that students have and do not reveal the students' real abilities (Mohtar, 2010).

With the above, clearly examination being the only assessment itself is not a good way of evaluating students. Assessment itself should be a continuous process, and not just through one process of examination. The recent move by the Ministry of Education to make the education system less examination oriented with the introduction of a new alternative system of assessment, School-based assessment, is a positive move forward (Omar & Sinnasamy, 2009). School-based assessment made its entry into Malaysian classrooms at the beginning of 2000. Centralized examinations generally have been summative in nature and also norm-referenced (Mohtar, 2010). They show the products of learning and produce no feedback to

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improve student learning. Hence, both policymakers and educators are now looking at School-based assessment (SBA) as a catalyst for education reform (Chan & Sidhu, 2010). It is viewed as a vehicle that will provide new instructional and assessment roles for teachers to track what and how students learn in the classroom.

According to the former Minister of Education, Tan Sri Musa Mohamed, there would be greater reliance on SBA in the future. According to him, such a method of assessment would be in line with current practices in other countries such as the United States, Britain, Germany, Japan, Finland and New Zealand (Karim, 2002; Musa, 2003). Thus, the Ministry of Education in Malaysia has looked into ways of expanding this approach to all levels of education. Furthermore, with greater reliance on SBA in the future, some major examinations may be abolished while some would have less bearing on students' overall grades (Chan & Sidhu, 2010).

The Malaysian Examinations Syndicate (MES) holds the view that SBA is any form of assessment that is planned, developed, conducted, examined and reported by teachers in schools involving students, parents and other authorities (Adi Badiozaman, 2007). These kinds of school assessment can be formative in nature, enable students to know how they are progressing and enabling teachers to inform students how they have performed. This move will assist teachers in working on students' strengths and weaknesses in learning.

In line with the changing trends in assessment, SBA or PKBS (*Penilaian Kendalian Berasaskan Sekolah*) has been introduced into Malaysian schools under the New Integrated Curriculum for Secondary Schools. It has introduced 'coursework' for a few subjects in secondary schools such as History, Geography, Living Skills and Islamic Education for the lower secondary classes and Biology, Chemistry and Physics for the upper secondary classes. The Ministry of Education introduced the school-based oral assessment for both *Bahasa Malaysia* and English Language in 2003. It is a compulsory component for Secondary Five candidates taking the *Sijil Pelajaran Malaysia* (SPM) Examination. It gives all educational stakeholders, namely educators, parents, students and the community-at-large, the power to improve teaching and learning practices. By transferring SBA decisions to schools, teachers are now empowered to help students perform better in learning (Chan & Sidhu, 2010).

In this study, the significance of alternative assessment is discussed in the light of the present demands of education. It explains the need to use alternative assessment in the context of education today. The form of alternative assessment that is presented here is the portfolio.

The implementation of portfolio as an assessment tool helps teachers to take a step forward toward making learning more meaningful for students instead of merely studying for the examinations (Pal et al., 2012). Today, classroom assessment is no longer teacher oriented because one of the core features in portfolio assessment requires students to self-assess their work and it is known as *self-assessment*. Self-assessment allows students to view learning within their own control (Hansen, 1992). Therefore, students no longer depend on their teachers for detailed information but they develop a sense of ownership of their own learning and progress through preferences and responsibility. Thus, this diverts students' attention to focus more on their production of work rather than just memorizing and regurgitating

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information in the examinations (Davies, 2000). Standardized tests produce students who study for examination but do not educate students to set and complete appropriate goals of learning (Wolf, 1989, Valencia, 1990).

The introduction and implementation of portfolio as an assessment tool will create paths and ways for students to set their own goals of learning, which will indirectly facilitate teachers to focus on their teaching, on the individual student's needs and interests specifically relating to learning (Burke, 2005). The idea is that assessment is inseparable from the teaching and learning and it has to be a part of their classroom context (Berimani & Mohammadi, 2013). Assessment then becomes collaboration between teachers and students. Portfolio tracks the students' performance in class where examinations do not always tell teachers about what students have learned but rather what students have learned to pass the tests or to achieve certain grades (Mohtar, 2010). However, there are some reservations pertaining to self-assessment. Many teachers are not comfortable with the idea of students assessing themselves because this involves relinquishing too much control to the students (Joyce et al., 2009).

Therefore, teachers as well as students must understand the motivation behind employing portfolio if they want to make use of it. For teachers to implement portfolio as an assessment tool in their classroom, they have to understand the criteria involved. Portfolio assessment demands the following: clarity of goals, explicit criteria for evaluation, work samples tied to those goals, student participation in selection of entries, teacher and student involvement in the assessment process, and self-reflections that demonstrate students' metacognitive ability, that is, their understanding of what worked for them in the learning process, what did not, and why (Fernsten, 2005). In other words, there are models for portfolio assessment that ESL teachers in Malaysia can use as a guideline. These models are significant in the sense that they offer certain criteria teachers may take into considerations while implementing the portfolio as an assessment tool although at present ESL teachers in Malaysia do not have a specific model or technique to conduct the portfolio assessment process because portfolio is heard of but not widely used (Mohtar, 2010). The techniques ESL teachers used in implementing portfolio as an assessment tool for the teaching and learning in this study enabled the researcher to propose a model for portfolio assessment.

In Malaysia, much emphasis is given to the centralized public summative examination which focuses on students studying only for examination purposes rather than learning for the sake of exploring and gaining knowledge. The standardized examinations reveal that assessment in the Malaysian context is very much examination oriented, resulting in students being passive recipients in the classroom (Chan & Sidhu, 2010).Providing guidelines on how to implement the portfolio in the Malaysian classroom is an important task that teachers and educators should not ignore because assessment is an integral aspect to sustain teaching and learning.

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1.2 The Portfolio as an Assessment Tool

Portfolios have been around for a long time, either as collections of artifacts in artist's portfolios or teaching or professional portfolios (Guard, Richter & Waller, 2003).There is also a wide body of theoretical research that recommends the use of portfolios in ESL and EFL classrooms (Hedge, 2000; Rea, 2001). The portfolio is selected as an alternative form of assessment in view of the shortcomings of standardised examinations (Mohtar, 2010). According to Paulson, Paulson & Meyer (1991), a key value associated with student portfolios and a rationale for using them is that: portfolios permit instruction and assessment to be woven together. The use of portfolio as an assessment tool requires students to collect and reflect on examples of their work, providing both an instructional component to the curriculum and offering the opportunity for authentic assessment (Leung, 2007). A portfolio is a purposeful collection of student work that exhibits the students' efforts, progress, and achievements in one or more areas (Carr & Harris, 2001; Genesee & Upshur, 1996; Paulson et al., 1991). The collection include work samples made by students over a period of time, the criteria for selection, the criteria for judging merits, and evidence of self-reflection (Paulson et al., 1991). The use of portfolio as an assessment tool becomes more meaningful when teachers encourage students to select the items, write self-reflection and provide criteria for success (Burke, 2005). The most common types of portfolios are process-oriented portfolios and product-oriented portfolios. Process-oriented portfolios document the process of learning and creating, including earlier drafts, reflections on the process, and obstacles encountered along the way (Epstein, 2000c). Product-oriented portfolios are a collection of work a student considers his or her best which aims to document and reflect on the quality and range of accomplishments rather than the process that produced them (Epstein, 2000c).

It is believed that educational portfolios allows students to think critically, and also become active, independent and self-regulated learners (Bergman, 1994). However, Sweet (1993) argued that portfolios, across diverse curricular settings, student populations, and administrative contexts are significant because they engage students in their own learning so that they are responsible of their personal collection of work, reflect on what their strengths and weaknesses, and use this information to improve their performance. In other words, portfolios are a commonly used technique for formative assessment to promote assessment for learning.

The use of portfolio as an assessment tool is capable of enhancing student learning (Biggs, 1999; Smith & Yancey, 2000). Portfolio assessment entails the procedure used to plan, collect, and analyse the various types of products kept in the portfolio (Mohtar, 2010). Hanson & Gilkerson (1999: 81-82), suggested that there are several criteria portfolio assessment must meet. The portfolio must be clearly linked with an instruction objective, be an ongoing assessment system, avoid becoming a teacher-manufactured document, and be performance based and emphasize purposeful learning. Portfolio assessment requires students to provide selected evidence to show that learning relevant to the course objectives has taken place (Tiwari & Tang, 2003).Portfolio assessment can be used as an integral part of learning as it provides students with opportunities to overcome their weaknesses (Barootchi & Keshavarz, 2002).In short, portfolio assessment is not about a final exam, but it emphasizes on the students' learning experience that is part of the ongoing and serves as a

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guide to the student as well as the teacher. Such assessment informs students and their teachers how well they are developing their skills and knowledge and what they need to do to develop them further. This process is based on reflections provided by assessment to both students and teachers. Thus, portfolio assessment serves as a diagnostic tool which provides students with profiles of their emerging skills to help them become increasingly independent learners.

Borowski et. al (2001) reported that the current assessment methods which were more examination based were inadequate for measuring student learning as they focused on memorization than acquisition of knowledge, and a considerable amount of research on portfolio assessment proved they can be valuable tools for individualizing the learning process and documenting student progress over time. For example, studies on the implementation of portfolio for examining learning processes and pedagogical tools (Chen, 2006; Gonzalez, 2009); the studies of portfolio providing criteria for identifying students' language level reported by Karababa and Suzer (2010) showed that significant learning took place within the school context as both the teachers and students were satisfied with the positive outcomes of the integration of portfolio assessment in the ESL classroom (Chan et al., 2010). At the same time, it was found by studies that many students who have been exposed to portfolio assessment say that they managed to learn English in a better manner, in a meaningful and fun way (Chan et al., 2010). The students appreciated the portfolio assessment process and when they were able to learn from their mistakes, know their strengths and correct the errors, this made them regard portfolio assessment was a fair and fun way to help them evaluate their performance in ESL classes (Chan et al., 2010). However, the teachers' experiences in implementing the portfolio assessment in teaching ESL in the classroom are seldom if ever used in research. Previous studies have not been specifically focusing on teachers implementing the portfolio as an assessment tool whereby their experience in implementing the portfolio is viewed as an important factor in the teaching and learning process of ESL students in the classroom.

It would seem that teachers' experience in implementing the portfolio assessment is due to the demand for more meaningful assessments that involve students in reflecting on their own learning and the need to satisfy the different learning styles that will enable students to evaluate what they learn in and outside of their classrooms. Within the context of a secondary school, ESL teachers search for alternative types of assessments as test scores often did not correspond to the teacher's and parents' perceptions of the student's achievement. In addition to such processes, ESL teachers also find that alternative assessment is suitable for classroom use in view of the shortcomings of standardized examinations (Chan & Sidhu, 2010). Coombe (2004) supports the use of portfolio assessment as a leading alternative assessment approach. The rationale for using portfolio as an assessment tool is based on considerations such as the limitation of standardized tests, the complexity of the constructs (language competencies) to be measured and the need to have assessment techniques which can be adapted in the ESL classroom to measure higher cognitive skill. A single form of assessment is incapable of assessing a diversity of skills, knowledge and strategies to determine student progress. Unfortunately, research shows that such effects are yet to be substantiated by credible research studies.

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1.3 Statement of Problem

English had been used extensively as the medium of instruction at secondary schools for decades before the Malay language replaced it in 1981. The decline in the students' proficiency in English was gradual but by the later part of 1990s, the results became obvious. In 2011, more than 40,000 Malaysian graduates from public Universities could not get jobs in the private sector because they were not proficient in English (The Star Online, January 7, 2014). Some did very well in the written examination but failed to communicate in English during job interviews (Rodridges, 2006). According to the former Malaysia Director of Education, Tan Sri Murad Mohd Noor, "The attitude of being obsessed to too many standardized examinations in the national education system is the factors to not being able to achieve maximum level of creativity and innovation. Too many examinations at primary, secondary and university levels cause students to not having time to develop their talents, ability and potentials in an area of interest" (Utusan Malaysia, 29th September 2005). The rote learning over life-long learning and too examination-oriented system may lead to students not demonstrating real capacities (Mohtar, 2010). One way of assisting weak learners improve their proficiency is to provide assistance to the teachers who are teaching and assessing them (Mohtar, 2010). In order to do that, an investigation of the implementation of portfolio as an assessment tool by the ESL teachers will need to be conducted to establish the type of assistance they require.

So, how has portfolio assessment been implemented in the teaching and learning of ESL in Malaysian classrooms? How did the implementation of portfolio assessment within the ESL classroom facilitate students' learning? Amidst the changes that took place, the fact is that there is a significant lack in understanding the implementation of portfolio assessment by the teachers in the classroom and the factors which contribute to student learning. Hence, a primary concern of this study is to have in-depth understanding about the nature of the implementation of portfolio as an assessment tool and the processes involved in assessing students' learning.

In short, the current literature on use of portfolio as an assessment tool in this specific setting is insufficient (Pillay, 2006; Kemboja, 2006; Sidhu, Chan & Hazadiah, 2008; Mohd Rashid & Mohd Asri; Mohtar, 2010; Chan & Sidhu, 2010). Missing from the portfolio in second language learning literature is research that describes the implementation process of portfolio as an assessment tool among ESL teachers in the classroom and the learning that takes place. Moreover, surveys of literature published on portfolios reveal that most of the studies on portfolio assessment have been conducted within the first language context, and document perceptions, reflections and experiences of teachers teaching within the context (Udoukpong & Okon, 2012; Berimani & Mohammadi, 2013; Czura, 2013; Sliogerine, 2012; Lynch & Shaw, 2005; Brady, 2001; Klenowski, 2000).

The study will address both these gaps and provide valuable information on the implementation of portfolio as an assessment tool and the learning that will take place which is the interest of the field of second language learning. It is timely to address issues that lie within those ESL teachers who have implemented portfolio as an assessment tool in their classroom to improve students' learning. Thus, ESL teachers' experiences in implementing

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the portfolio as an assessment tool to record students' learning acquire a unique viewpoint. Their experiences in implementing portfolio as an assessment tool need to be confronted and students' learning should serve as a platform of the world between ESL teachers and ESL students.

As this research intends to explore the implementation of portfolio assessment as an assessment tool, at selected lower and upper secondary schools in Malaysia, it attempts to investigate how teachers carry out the portfolio assessment to monitor student progress in learning. Such investigation is deemed important as according to Starck (1996) literature and studies show that not much has been done in "evaluating, awareness, reactions, and feelings of teachers who use, implement, or may plan to use portfolios" (p.2).

Furthermore, this research explores a group of teachers' implementation of portfolio as an assessment tool. Understanding the appropriate implementation of portfolio assessment is crucial as it will help both the teachers and students make relevant educational decisions to guide instruction and to demonstrate growth of individual students in the English language (Myford & Mislevy, 1995).

There is therefore a need to investigate how ESL teachers implement the portfolio as an assessment tool and how they use the assessment to monitor progress students make in learning. In order to achieve this, the researcher has observed and interviewed the teachers involved in the implementation of portfolio as an assessment tool in the classroom to determine the factors that influences the effective implementation of the portfolio assessment to examine the effects of portfolio as an assessment tool on student learning and to identify the models ESL teachers used for portfolio assessment in the classrooms.

Currently, the majority of available research related to ESL or EFL in the Malaysian context is focused on the teaching methods and how these methods can be transformed into effective tools that can be used to assist the teaching and learning process (Pillay, 1995). Consequently, less attention has been given to issues pertaining to classroom assessment that form a central part of the teaching and learning process. For example, a study on how implementation of portfolio as an assessment tool has been used to document student learning in the classroom , identify the models involved in the implementation of portfolio as an assessment tool and how teachers employ portfolio as an assessment tool to gauge the effectiveness, level and pace of their instruction and use this as a tool to differentiate the degrees of understanding that their learners possess (Barnhardt et al., 1998) will be innovative in the sense that it gives the teacher fresh and invigorating perspectives of teaching.

1. 4 Purpose of the Study

Fundamentally, the purpose of this study is:

- investigate teachers implementation of portfolio as an assessment tool in classroom and process involved
- examine students' response towards the use of portfolio as an assessment tool

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- identity factors influence ESL teachers to implement portfolio assessment
- propose an appropriate model of portfolio assessment for ESL teachers in the Malaysian ESL classroom context.

The overall goal of this study is to gain insights into the implementation of portfolio as an assessment tool, which can further inform teacher training programs so that they can assist and expose teacher trainees to alternative assessment in the form of portfolio to improve teaching and learning. This knowledge and understanding can also better inform teacher educators on how to prepare teacher trainees to identify student needs so they can better match instruction to needs and assessment to instruction.

1.5 Research Questions

Based on the four principal areas that serve as the foundation of the research questions, the study seeks to investigate the following:

- implementation of portfolio as an assessment tool;
- examine students' response towards the use of portfolio as an assessment tool;
- factors that influence the implementation of portfolio as an assessment tool in Malaysia schools; and
- propose an appropriate model of portfolio assessment for ESL teachers in the Malaysian ESL classroom context.

More specifically, the study is guided by the following research questions:

1. How has portfolio assessment been implemented in the teaching and learning of ESL in Malaysian classrooms?

2. How do ESL students respond to portfolio assessment that is being used in the classroom?

3. What are the factors that influence the ESL teachers to use portfolio assessment for the teaching and learning of ESL in Malaysian classrooms?

4. What portfolio assessment models would be appropriate in implementing portfolio assessment for ESL teaching and learning in Malaysian classrooms?

The first question hopes to study the implementation of portfolio as an assessment tool and the processes involved by the ESL teachers in the classroom. The second question looks at ESL students' response towards the use of portfolio assessment on their learning. The third question is aimed at understanding the factors that influence teachers' successful implementation of portfolio as an assessment tool in the classroom. As many portfolio assessment models exist, the fourth question is aimed at examining the appropriateness of various models to the Malaysian classroom context.

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1.6 Significance of the Study

This study contributes to the existing knowledge in educational research by drawing on teachers' personal experiences in carrying out the portfolio as an assessment tool in the classroom as Cohen (1998) and Macaro (2001) said teachers' personal experiences are rich sources of research problem. This study is a quest to understand as well as investigate the factors influencing the implementation of portfolio as an assessment tool in the classroom by the ESL teachers. The interpretive paradigm of this study ensures that the teachers' voice is heard through their practices that they employ in implementing of portfolio as an assessment tool in the classroom. By understanding the factors that influence teachers' implementation of portfolio as an assessment tool in the classroom, this study hopes to see how this area can contribute to the assessment process particularly in the Malaysian ESL classroom.

Thus, this study can illuminate certain issues pertaining to how teacher training programs can:

- help teacher trainees to understand the implementation of portfolio as an assessment tool and how this can help them make crucial instructional decisions inside the classroom
- hear voices of teachers in terms of the benefits and/or obstacles they encounter as they experiment with the implementation of portfolios and help find ways of better understanding those issues.
- reach to teachers who are not well-verse in assessment, to rectify the problem, knowledge and the rationale for using portfolio as an assessment tool has to be imparted in the teacher training.
- create awareness among teacher trainees to employ alternative assessment to collect information about students; achievement (Angelo & Cross, 1993; Nitko & Brookhart, 2007)

This study hopes to give insights to teacher trainees in managing the complexity of assessment in second language learning. The outcome of this study will help to inform induction programs or in-service courses to better suit the needs of the second language teachers and learners. This study also hopes to provide teacher training colleges/higher learning institutions with realistic views of assessment so that they can employ different types of assessment in the classroom.

Subsequently, it will help policy makers and curriculum developers to better understand the teachers' and learners' challenges where portfolio assessment is concerned. This study will shed some light on stakeholders including students, teachers, administrators, and parents as portfolio assessment will be the yardstick which will provide accurate information about the achievement of students' learning (O'Malley & Valdez-Pierce, 1996) and also contribute some positive impact on teacher and student learning.

Portfolios could improve motivation and communication among students which are important in learning. At the same time, teachers can guide students while diagnosing their performance in class as they progress. Portfolios provide the means to use for classroom assessment to support summative assessment. This will encourage the collection of data on

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student progress over time and provide a fuller picture of student achievement; its principal importance is how residing this information can contribute to formative assessment and support the formative assessment.

Findings and results from this study are aimed at providing suggestions and insights on how teachers can implement portfolio as an assessment tool in the classroom. In addition to the arguments in connection to teacher training programs, this study will make a significant contribution to educational research in Malaysia in terms of the use of case study approach in classroom research.

1.7 Definition of terms

a. Portfolio

Barton and Collins (1993) and Bird (1990) share a common definition, saying that "A portfolio is a container of documents that provide evidence of someone's knowledge, skills, and/or dispositions." More specifically, a language portfolio is 'a selection of examples of work that provides concrete evidence of a learner's progress in learning English" (Pettis, 2010).Paulson et al. (1991) define portfolio as "a purposeful collection of student work that exhibits the student's effort, progress and achievement in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit and evidence of student self-reflection" (p. 60).

In the context of this study, a portfolio is a purposeful collection of upper and lower secondary school student work that shows the students' effort, progress and achievement specifically for English language. The portfolio consists of student selection of activities, student self-reflection, worksheets graded by the teachers and the criteria for judging the merit.

b. Portfolio Assessment

A portfolio used for educational must offer more than a showcase for student products; it must be the product of a complete assessment procedure that has been systematically planned, implemented, and evaluated. According to Pierce and O'Malley (1992), portfolio assessment:

- is the use of records of students' work over time and in a variety of modes to show the depth, breadth, and development of the student's abilities
- is the purposeful and systematic collection of student work that reflects accomplishments relative to specific instructional goals or objectives
- can be used as an approach for combining the information from both alternative and standardized assessments
- has as key elements student reflection and self-monitoring

This definition emphasizes some indispensable elements in portfolio assessment, which are portfolio objectives, evidence of student work, and alternative as well as standardized assessment. Student-reflection and self-monitoring are also important elements that any

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portfolio developer should bear in mind. In the context of this study, portfolio assessment refers to the procedures used to plan, collect, and analyze the various types of products kept in the portfolio.

c. Portfolio Assessment Model

The portfolio assessment model is a framework that outlines the necessary steps in implementing the portfolio assessment in the classroom (O'Maya & O'Malley, 1994).

As for the context of this study, the portfolio assessment model refers to the framework or guideline used by the ESL teachers in Malaysian secondary school classrooms. This portfolio model outlines the essential steps necessary to design and execute a portfolio assessment in the classroom. The portfolio assessment model helps teachers to design a reliable and valid assessment tool in the classroom.

d. Assessment

Taras (2005) refer assessment to activities used by teachers and their students to assess themselves. These activities provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. White (2007) suggested that "assessment" is seen as a process for gathering evidence and making judgment about students' needs, strengths, abilities and achievements" (p.44).

In the context of this study, assessment refers to activities used by the ESL teachers to assess student learning for example, monthly tests, mid-term examination, activities or worksheets given to students to be kept in the portfolio and student oral test.

1.8 Limitations of this Study

It is not appropriate to generalize the results of this study to ESL populations situated in other settings. This study investigated only nine ESL teachers from Perak and Selangor; hence it is unsafe to assume that the same responses or actions would come from other populations such as ESL teachers at primary schools or lecturers from the higher learning institutions. Since there is no way to predict whether or how portfolios will be used in future schools where teachers would be teaching, it will be impossible to follow-up on their interactions with portfolio assessment.

The focus of this study has to look at the process of learning through the use of the portfolios as an assessment tool in a classroom context. Thus, it does not look at any specific aspects of English language nor can any correlations or links be made to particular language skills.

The schools selected are based on the snowball sampling that enabled the researcher to find out teachers who had implemented portfolio assessment to improve student learning in the state of Selangor and Perak. The findings are specified to only this school and cannot be generalized to the rest of the schools. However; findings from this study can be used for further exploration on the use of portfolios for instance e-portfolio.

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This study concentrates on two sites, two schools and nine classrooms tracing the teacher's implementation of portfolio assessment to improve student learning over time. However, visits to the schools could only be arranged throughout the term on the agreed terms with the teachers and students selected for this study. Thus, the time duration for this study was beyond the control of the researcher.

The findings in this study in particular how the data are presented are open to debate; about their comprehensiveness, and their reliability. Such questioning does not end with data collection and analysis; however the researcher has done to her fullest ability and knowledge to present the findings. It is hoped that a reconstructive way of looking at the study vis-à-vis the findings can be used for future research.

1.9 Summary

The objective of this chapter is to introduce the implementation of portfolio as an assessment tool by the ESL teachers in Malaysian classrooms. It takes the view that implementation of portfolio as an assessment tool in the form of alternative assessment in the classroom is essential to complement the centralized assessment so that learners are given an opportunity to monitor their own learning.

The chapter raises the challenges and issues of assessment in the Malaysian context and the need to administer the right assessment strategy and technique for students, teachers and also schools. For example, in the background of the study, it mentioned the positive effects of portfolio assessment on student learning will help students know the extent of the knowledge and skills they have gained from instruction and their strengths and weaknesses. Simultaneously, the assessment given to students facilitates teachers to know the effectiveness of their teaching. Teacher can examine the extent to which the learning outcomes are realistic and meaningful with the implementation of portfolio as an assessment tool in the classroom. Several issues such as limitations of standardized tests, the absence of assessment for learning, portfolio as an assessment tool, portfolio assessment models and the complexity of the constructs (language competencies) revealed that there is a demand for more meaningful and authentic assessments that involve students in reflecting on their learning to promote lifelong learning skills that will enable students to evaluate what they learn in and outside of their classrooms.

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CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter aims to present the theoretical framework and relevant literature to this present study. The present study investigated how the implementation of portfolio as an assessment tool developed within the ESL classroom where teachers used portfolios to support student's learning, teaching and assessment. The main purpose of this study was to investigate the implementation of portfolio as an assessment tool in the ESL classroom, and the ESL students' response towards the use of portfolio as an assessment tool. By focusing on portfolios as an assessment tool, this research highlights the importance of learning based on students' progress at every stage of their learning and individual performance. In order to discover this, it was also very crucial to identify the factors that influence the effective implementation of portfolio assessment in Malaysian schools by the ESL teachers in the classroom. The techniques ESL teachers employed while implementing the assessment process in the classroom enabled the researcher to propose a model for portfolio assessment. Fundamentally, the study attempts to seek to answer to the four research questions which are established based on the problems. The research questions are:

1. How has portfolio assessment been implemented in the teaching and learning of ESL in Malaysian classrooms?

2. How do ESL students respond to portfolio assessment that is being used in the classroom?

3. What are the factors that influence the ESL teachers to use portfolio assessment for the teaching and learning of ESL in Malaysian classrooms?

4. What portfolio assessment models would be appropriate in implementing portfolio assessment for ESL teaching and learning in Malaysian classrooms?

Therefore, to understand the phenomenon, the literature review has four mains sections. The discussion is divided into four parts: current assessment in Malaysia, theoretical framework, portfolio assessment, portfolio assessment models and past studies on portfolios as an assessment tool. The first part explains the current assessment system in Malaysia and how it has transformed to meet the curriculum requirements and promote new approaches for student's assessment. The second part presents the theoretical framework underpinning this study by positioning social constructivist theory as its major research framework. The basic and most fundamental assumption of constructivism is that knowledge does not exist independent of the learner, knowledge is constructed (Vrasidas, 2000). As a widely covered theory in education and development psychology periodicals, the nature of the learning process has been studied from many different angles and perspectives, which proved to be a great source for this study. The strength of constructivist theory lies in the dynamic interaction of the instructors, learners and tasks provide opportunities or learners to construct their own knowledge through social interaction with others, which reveal the importance of

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the relationship between the student and the teacher in the learning process. As for the portfolio assessment, Holt and Willard-Holt (2000) emphasize the concept of dynamic assessment, which is a way to assess the true potential of learners that differs significantly from conventional tests. Instead of viewing assessment as a process carried out by the teacher alone, it is seen as a two-way process involving interaction between both teacher and student.

The role of the teacher becomes one of entering into dialog with the students being assessed to find out their current level of performance on any task and share with them possible ways in which that performance might be improved on a subsequent occasion. Thus, assessment and learning are seen as inextricably linked and not separate processes (Holt & Willard-Holt, 2000) and is most suitable to provide justification on how teachers use portfolio assessment to facilitate learning. The third part entails definitions of portfolio assessment in general and specifically portfolio assessment in the classroom and the portfolio assessment models. Finally, the fourth part discusses past studies on portfolios and its relevance in framing this research relating particularly to the implementation of portfolio in the classrooms. It allows us to look at how teachers carry out the portfolio assessment process in the classroom, the criteria involved and how students demonstrate progress in learning via portfolios.

Part I

2.1 Current Assessment in Malaysia

Recently, to remedy the problems of 'assessment of learning', 'assessment for learning' has been emphasized in many parts of the world, including Malaysia. Since the late nineties and the beginning of 2000, SBA has slowly made its way into the Malaysian classroom. For example, in Australia, school-based assessment has been established practice for over twenty years, with states such as Victoria including up to 50% or more school-based assessment in final examination and Queensland using 100% of SBA marks in secondary schools. Nevertheless, in tandem with a global shift towards decentralized assessment, similar steps towards decentralizing assessment have also been taken by the Malaysian examination bodies. Today, both policymakers and educators are now looking towards School-based assessment (SBA) as a catalyst for education reform (Chan & Sidhu, 2011). The Malaysian Examinations Syndicate (MES) holds the view that SBA is any form of assessment that is planned, developed, conducted, examined and reported by teachers in schools involving students, parents and other bodies (Adi Badiozaman, 2007). These kinds of school assessment can be formative throughout the teaching-learning process or summative at the end of it. Such a move would help teachers identify students' strengths and limitations.

2.1.1 Assessment for learning

The idea of assessment for learning is to use assessment to provide useful feedback to learners and teachers in order to facilitate more effective learning outcomes. For today, the focus is more on assessment for learning rather than of learning. Assessment for learning comprises two phases. Initially a diagnostic assessment is carries out (Mohtar, 2010). It is then followed by formative assessment. In the case of poor performance by certain students, remedial lessons are given so that these students can catch up with their peers in the same

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class. Student progress is closely monitored by the teacher. This form of assessment is conducted throughout the learning process until the time of summative assessment. As highlighted by Davies (2000), in assessment for learning, assessment is an instructional tool that promotes learning rather than an event designed solely for the purpose of evaluation and assigning grades. And when students become actively involved in the assessment process (for example, peer- and self-assessment), assessment for learning begins to look more like teaching and less like testing. In short, 'assessment for learning' is concerned with obtaining feedback on learning and teaching, and utilizing this to make learning more effective and to introduce any necessary changes to teaching strategies (Mohtar, 2010). This kind of assessment can be referred to as "formative assessment" because it is all about forming or shaping learning and teaching.

2.1.2 School-based Assessment

The Blueprint of educational development (Ministry of Education, 2007) asserts that the greatest challenge faced by the Ministry of Education (MOE) in this decade is to lessen the examination oriented type of learning in the school. In order to attain this goal, the blueprint proposed that school be reformed by introducing school-based assessment. The main aim of school-based assessment is to improve the quality of teaching, learning and assessment. Under this assessment format, teachers will be given greater responsibility in designing and developing assessment tasks and relating it to effective learning. This new assessment system promotes a combination of centralized and school-based assessment. Teachers will assess student learning continuously from primary school and grade them accordingly. Then, each student will carry their assessment marks to the next level of schooling at the lower secondary level. Additionally, students will sit for common public examinations at each level. For this, the Ministry of Education (MOE) has entrusted the Malaysian Teacher Education Division (TED) to formulate policies and guidelines to prepare teachers for the new implementation of assessment. A new curriculum has been introduced and implemented by the Ministry of Education (MOE) to replace the KBSR. The new curriculum identifies content and learning standards which students should be able to achieve, corresponding to the levels of education they are in – hence the name *Kurikulum Standard Sekolah Rendah* (KSSR). Designed as modular, the curriculum provides an avenue for students to progress according to their capabilities in each subject they learn. This not only requires teachers to become creative in the classroom, but also allows students to generate creative ideas and participate in creative activities in learning concepts of various disciplines of knowledge in the curriculum. A similar curriculum was introduced in June 2012 for the lower secondary school students with the hope of reducing the examination oriented type of learning in the schools.

To ensure relevance and sustainability, the new curriculum promotes the implementation of continuous school-based assessments. Various assessment models such as portfolio assessment, anecdotal records, project-based learning and problem-based learning, amongst others, will be used to assess students' development in their physical, emotional, spiritual and academic domains. The curriculum concept, pedagogical emphases and assessment models in the new curriculum promote the design of a learning system which is holistic and complete. It also provides a platform for learners to be responsible for their own learning through

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exploration and enables teachers to motivate students to experiment with ideas. Collectively, these initiatives prepare the students for the needs and challenges of the future, thus making learning meaningful for the students. With this new reformation in the Malaysian education system, many teachers have come to recognize that alternative assessments are an important means of gaining a dynamic picture of students' abilities to acquire, understand and critically interpret information; use creativity and innovation in solving problems; and express ideas succinctly and effectively. Such as scheme of assessment should be based on procedures and techniques that are uniform and verifiable in the context of a standardized curriculum and be readily incorporated into the daily lessons and activities in the classroom and school, without unduly overloading or interrupting the flow of the learning process.

The National Philosophy of Education emphasizes on "developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious". Stiggins (2005), for example, suggests that one strategy teachers can explore on in assessment for learning is to provide students with a clear vision of the learning target from the beginning of the learning. It is crucial for teachers to provide students with continuous access to descriptive feedback which can give students an idea on how to improve the quality of their work. As a result, students will learn to generate their own descriptive feedback in their learning and take the responsibility in monitoring their own success (Stiggins, 2005). Thus, the use of portfolios in a school-based assessment will benefit and assist ESL/EFL students to monitor their own learning.

The purpose of school-based assessment is to prevent students from being totally dependent on those high stake examinations alone (for their grade) which stirred a lot of tensions and anxiety among them. The school-based assessment requires a teacher to deliberately gather information (grading) how well each student has achieved stated learning objectives. This means focusing an activity on specific learning objectives and evaluating student achievement of these learning objectives against established criteria.

2.1.3 Alternative Assessment in Malaysia

Moving away from the construct of achievement-based examination in the current system, the Smart School Assessment System as documented in the "Malaysian Smart School: A Conceptual Blueprint" outlines the following characteristics which are in tandem with alternative assessment as illustrated in Table 1.

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Table 1: Smart School Assessment

Smart School Assessment	
Characteristics	**Benefits**
Holistic • Element-based • Criterion referenced • Learner-centred • On-line • Conducted in various forms • Using multiple approaches and instruments • On-going	Help realise the National Philosophy of Education • Assure quality • Flexible and learnerfriendly • Provide more accurate picture of a student's achievement, readiness, progress, aptitude, learning styles, and abilities

(Source: The Malaysian Smart School: A Conceptual Blueprint, Ministry of Education, Malaysia)

The Ministry of Education has introduced the use of portfolio in the Malaysian Smart Schools and also national schools. Portfolios are also used in the national secondary classroom schools for subjects including Geography, History, Science and Living Skills for Form three students who will be taking their Lower Secondary Examinations. Marks collected for their project in the form of portfolio assessment will be accumulated for the overall Lower Secondary Examinations (PMR). As a result of this, English language teachers felt that students showed more determination and interest towards subjects that involved portfolio assessment and this implemented the assessment to bring about effective results in learning. The teachers in this study introduced portfolio assessment to their students based on their experiences and also the expertise of other teachers who had taught subjects including Geography, History, Science and Living Skills. Therefore, providing guidelines on how to implement the portfolio for the English language in the Malaysian classroom for ESL teachers who are not directly involved with portfolio assessment is an important task that teachers, educators and Ministry of Education should not ignore because assessment is an integral aspect to sustain teaching and learning.

2.1.4 Portfolio Assessment

As for portfolio assessment, the ESL teachers design activities for students based on specific learning objectives, identify the assessment purpose, set the criteria and implement the assessment in the classroom. For example, in the case of poor performance by certain students, the teachers will provide authentic activities/tasks related to the daily teaching activity. Assessment is thus integrated with teaching and can be supported with informal classroom setting such as group discussion. Based on the assessment task together with the learning outcomes, the teacher can provide exercises to evaluate what is taught after each lesson. It encourages students to work hard and also provide opportunity for the teacher and students to interact to enhance teaching and learning. Teachers will prepare the types of assessment task or activity based on the learning outcomes to be achieved and the scoring criteria. In short, the teachers will design the activities or tests that would be used to evaluate student performance. Nitko (2004) asserts that alternative assessment is appropriate to our

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existing examination system as it allows students to present a hands-on-task requiring them to do something with their knowledge, such as making (a bookshelf), produce a report(on a group project that surveyed parents attitudes), or give demonstration (show how to measure mass on a laboratory scale) and for the teachers to come up with a clear rubric for scoring which will clearly indicate criteria to evaluate how well the students achieved this application.

As in the case of this study, the researcher observed and interviewed a group of nine ESL teachers who have had the experience in implementing the portfolio as an assessment tool in their classrooms to bring about effective results in student learning. It is important to note that these ESL teachers have the knowledge and exposure specifically in implementing portfolio assessment in the classroom and also the processes involved. The ESL teachers' invigorating efforts in implementing the portfolio assessment can inform and educate other teachers to document student growth in learning, reinforcing student strengths and overcoming weaknesses to empower students with sufficient knowledge and skills.

Furthermore portfolio assessment is authentic in nature and is focused on student performance (Penta, 2002). Portfolio assessment is founded on the principle that learning occurs, and it be observed by both teachers and students. In other words, what is collected should reflect what the students can do, say, and think everywhere (Garcia & Montes, 1992; Goodman, Goodman & Hood, 1989). It is crucial to see and hear ESL teachers' voices and perspectives about the portfolio assessment that has been implemented in the Malaysian ESL classroom.

The need to document how ESL teachers have carried out the portfolio process for assessment purposes in the classroom could provide some ideas to other ESL teachers in terms of its criteria, checklists, rubrics and grading. By doing so, ESL teachers can comprehend how portfolios enhance students' assessment in the classroom to track student progress in learning. In similar vein, portfolios give teachers and students the opportunity to make decisions about what will assessed and how assessment will occur. As students work together with teachers about portfolio criteria and contents, reflect, and set learning goals, they are supported in developing a sense of responsibility for their own learning.

Portfolios have the ability to build ownership, pride, and student confidence in their ability as learners (Hebert, 1998). By involving ESL teachers who have implemented portfolio assessment in their classrooms, their perspectives and voices can contribute to some transformation of knowledge to other ESL teachers who may want to experiment and try out portfolio assessment with their students to assist learners to improve learning. Therefore, there is a need to propose a portfolio assessment model based on a group of ESL teachers' practice who had implemented portfolio assessment so that this model can facilitate prospective ESL teachers to implement portfolio assessment in their classroom to guide instructional decision-making for the individual student, groups of students, and/or the class as a whole. In this way, the proposed portfolio assessment model will provide opportunities for the continuous integration of instruction and assessment.

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Part II

2.2 Constructivism

Constructivism is a theory about knowledge and learning that emphasizes concrete experiences, collaboration, discourse, and reflection; in other words, it provides a framework for the use of portfolio as an assessment tool. The main underlying focus of constructivist philosophy is that of cultivating learning by providing environments in which students constantly seek for meaning, appreciate uncertainty, and make inquiries responsibly (Brooks & Brooks, 1993). Fosnot (1989) explains constructivism as a theory of learning and knowing that draws upon current work in cognitive psychology, philosophy, and anthropology. Constructivism can be defined by four basic principles: (a) Knowledge consists of past constructions, (b) Constructions come about through assimilation and accommodation, (c) Learning is an organic process of invention, rather than a mechanical process of accumulation, and (d) Meaningful learning occurs through reflection and resolution of cognitive conflict and thus serves to negate earlier, incomplete levels of understanding. Constructivism is an interpretive, recursive building process by which learners interact with the physical and social world around them. Therefore, learning is not the result of development; it is development (Fosnot, 1996).

Brooks and Brooks (1993) present a constructivist view of the school environment. Curriculum is presented from whole to part, with emphasis on big concepts. Students are known as thinkers with emerging theories of the world and students' questions are sought and valued. Teachers interact with students, mediating the environment for optimal learning. Teachers welcomed students' point of view so that students are encouraged to understand present concepts and further learning in subsequent lessons. Assessment of student learning is viewed as inquiry and is induced throughout teaching and learning. Portfolios are displays of students' work collecting information as evidence of their learning.

There is a difference between the constructivist view of learning and teaching as opposed to the traditional behaviorist view which is deeply rooted in our society. In the traditional model of learning, students are involved in activities that require little thinking and foster rote learning and mimetic answers on multiple choice tests (Brooks & Brooks, 1993). Imitation and memorization are the goals of learning. Teachers teach to test. Results are interpreted into grades by teachers, to decide success or failure. Students have little idea over what is learned and very often emphasis is given on acquiring content. The constructivist view of learning looks not for what students can repeat, but rather for what they can produce, show, and exhibit (Brooks & Brooks, 1993).

The constructivist model assists learners to transform information via the creation of new understandings that result from the emergence of new cognitive structures (Gardner, 1991; Jackson, 1986). This transformation can be neither mandated nor thwarted. Teacher's role in the constructivist model is unique in the sense that they can motivate students to learn by posing problems, structuring learning around primary concepts. While teachers appreciate students' points of view, the leaner must make the transformation to deeper understanding through rethinking former cognitive structures and ideas.

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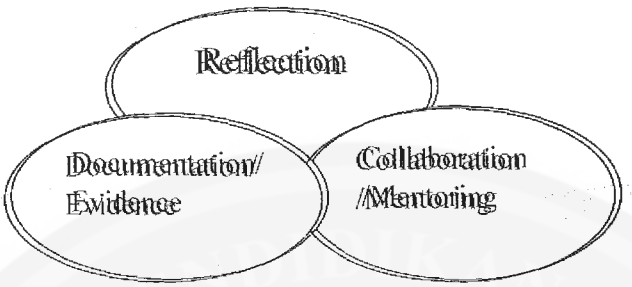
Assessment in the constructivist paradigm is real and takes part naturally when it is in a meaningful context and relative to concerns and problems faced by students (Brooks & Brooks, 1993). Authentic assessments relate to a specific body of knowledge, but unlike the traditional tests, encourages students to show what has been internalized personally through application. Portfolios can provide the vehicle for authentic and meaningful assessment in a constructivist paradigm. Students' samples of work gathered over a period of time can be used to show how much learning has taken place. The tasks of assessing and instructing are inseparable and mutually reinforcing in constructivism. In short, assessment through teaching, learning between teachers and students interactions informs assessment. Thus, learning is monitored throughout the process.

Furthermore, via the portfolio approach "second language learners are acknowledged as contributors and the multicultural resources that the students bring to assessment situations serve as rich data sources" (Gottlieb, 2000, p. 96). Gottlieb explains that portfolios designed by second language learners can facilitate the full range of the students' competencies in one or more languages. Gottlieb (2000) further points out that the developmental portfolio also helps students to display their growth in language proficiency, including oral language and literacy development, academic achievement, attitudinal variation in terms of acculturation and learning and acquisition of learning strategies. All these arguments reveal that one of the defining characteristics of portfolio assessment is that the second language learner should be involved in the selection and assessment processes (Hung & Huang, 2010). Student collaboration is another crucial feature of portfolio assessment (Hung & Huang, 2010).

On the other hand, a clear distinction between portfolios and traditional testing is that, in the portfolio approach, students are motivated and encouraged to use their teachers and peers as resources to facilitate learning, in contrast to students taking tests who are not allowed to communicate or ask for help. Therefore, it is evident that portfolios, if used appropriately, encourage collaborative learning among peers (Hung & Huang, 2010). In constructivist classrooms, students often have a choice about which tasks they complete and which tasks are evaluated (Anderson, 1998). Students are also allowed to participate in the decision-making process of establishing the criteria to be used in the evaluation process (Anderson, 1998). Social constructivist theory uses social interaction as the framework for all learning and development. As learners are believed to "construct" their own knowledge, constructivist teaching methods should present a hands-on environment that encourages exploration while facilitating learners' adaptation of new information into existing knowledge (Fosnot, 1989; Huitt & Lutz 2004; Resnick, 1984; Sigel, 1978). To do this, teachers must take into consideration their learners' knowledge level, and then use this information to determine how to present, sequence and structure new learning materials and tasks (Fosnot, 1989, 1996; Resnick, 1986). Social constructivism asserts that because learning is a social phenomenon, learners are partially motivated by the extrinsic rewards provide by the knowledge community into which they are being integrated; however, because knowledge is actively constructed by the learner, learning depends to a significant extent on the learners' internal drive (intrinsic) to understand and promote the learning process. Thus, followers of Vygotsky believe that learning within the classroom context represents the social circle as propounded in the educational philosophy as social constructivism.

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Reflection + Documentation + Collaboration = Learning

Source: Zubizarreta, John. (2004) pp.25

Figure 1: Graphic model of a learning portfolio.

Figure 1 adapted from Zubizarreta (2004, p. 25), is a learning portfolio model that was graphically conceptualized, developed and applied by Ang Chooi Kean and Mohamad Amin Embi (2010) as the basis in their study to evaluate the training program to promote learning awareness and self-monitoring in teaching and learning the Japanese language under a local program for in-service teachers. Their study supported the realization of Vygotsky's ZPD where it was seen as induction to learning and acquiring knowledge in the foreign language classroom. Although the focus of their study was on promoting learning awareness and self-monitoring in teaching and learning program, Ang Chooi Kean and Mohamad Amin Embi (2010) postulated that the program was a representation of Vygotsky's ZPD where "the more active the teachers are in the programme, the higher the tendency for them to learn and acquire the language, the bigger their potential zone as shown in the diagram on the following page." In this, the effectiveness of the practice was evaluated, and possibilities of continuous self-directed learning were explored through the development of a learning portfolio. They found that with their proposed model, learning awareness comes about through a combination of: documentation/evidence, self-monitoring/reflection and collaboration/mentoring in developing the learning portfolio. Based on the model above, the researcher positioned Vygotsky's learning theory in framing her study on how ESL teachers implemented portfolio as an assessment tool in their classroom and how Vygotsky's work influenced their beliefs towards improving and monitoring students' learning.

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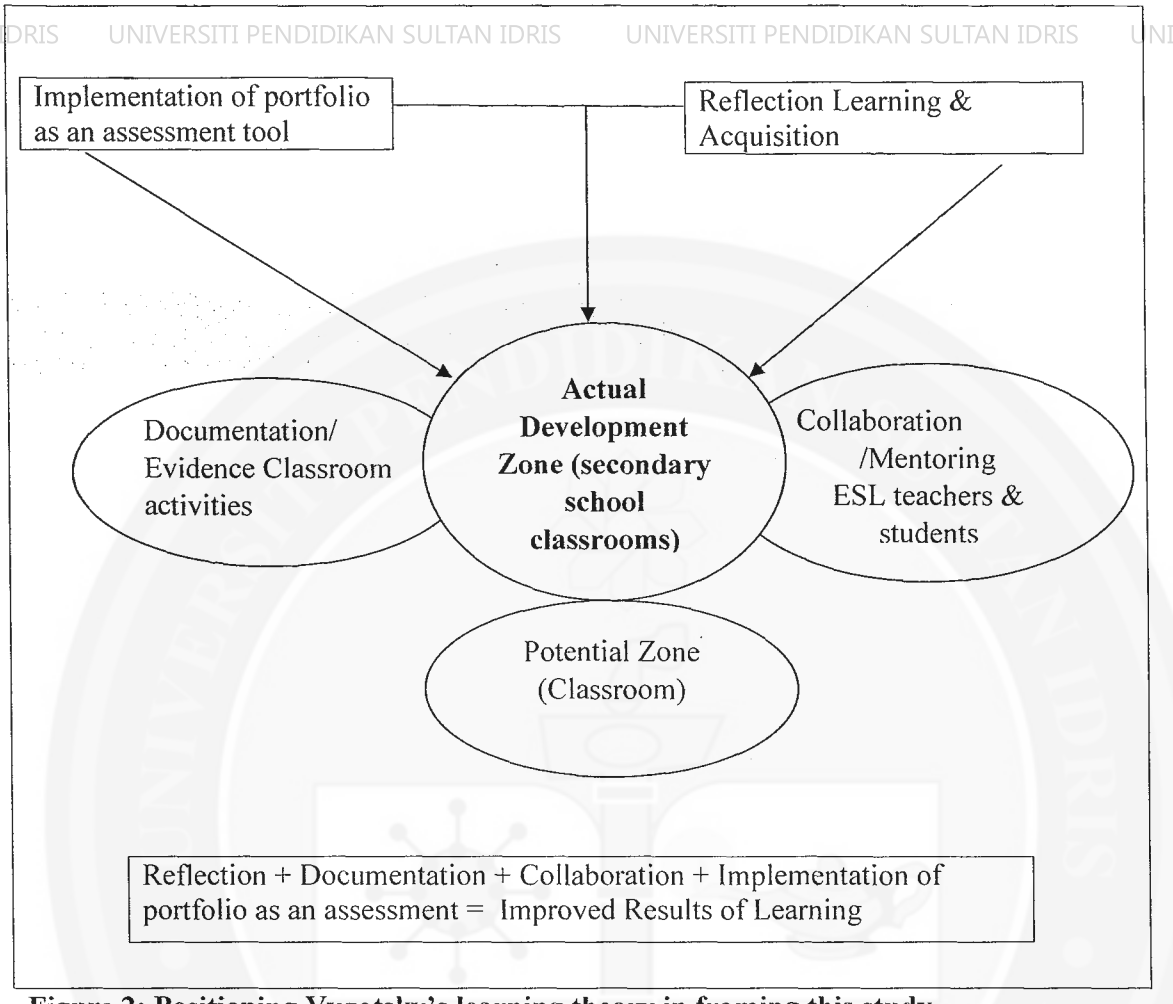


Figure 2: Positioning Vygotsky's learning theory in framing this study

Based on Figure 2, the Actual Development Zone (ADZ) represents the Malaysian school context where learning takes place via the social interactive process. Teachers create learning opportunities by inducing more classroom based activities to promote student learning. In other words, teachers equip classroom activities for students by giving students different types of learning materials to test their ability in acquiring the learning outcomes. Before students immersed in the classroom activities, it is understood that they learned from the outside world, internalize the information and then bring it into the classroom relating it to their own experience. This is supported by Piaget (1929) who introduced the term 'internalize' which means students have to go through the process of accommodation and assimilation in bringing new knowledge which they learn from their experiences. Assimilation takes place when students bring their experience or internal representations of the world and induce the new experience into an existing framework which is the classroom. When students restructure their mental representation of the external world to fit new experiences in the classroom, then accommodation takes place. The ZPD (Zone of Proximal Development) is significant in this study as it represents the use of portfolio as an assessment tool in the classrooms. By positioning portfolios in the ZPD, it provide ways for teachers to

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assist students to monitor the progress they make in learning in different stages including deciding on the assessment purpose, collection of evidence, evaluation of evidence, reflection on learning and assessment decision. By using portfolios as an assessment tool in the classroom teachers could design the activities or tests for evaluating student learning. Portfolios orient the students to produce various types of more authentic work and urge them to be more creative; also portfolio assessment gives the learners more freedom and contributes to development and improvement of their higher order thinking skills and meta-cognitive strategies (Erdogan, 2011). When ESL teachers assess students via the activities given in the classroom to show students' mastery of learning, thus collaboration takes place for both the teacher and student to converse and exchange strengths and weaknesses in mastering topics taught in the ESL classroom. As stated by Danielson and Abrutyn (1997): "According to accounts from both researchers and practitioners, portfolios can serve to engage students in learning content, help students to learn the skills of reflection and self-evaluation...

Zubizarreta (2004) also noted that the learning portfolio is a rich, flexible document that engages students in continuous, thoughtful analysis of their learning. In other words, through developing the portfolio, students would be more aware of their own learning content, and in turn this enables them to monitor their own learning towards achieving the identified learning outcomes. This is supported by Piaget (1926) who stated that independent learners appear to know how to make the most of their cognitive processes. For example, in order to comprehend and store information pertaining to portfolio assessment, students can use elaboration strategies such as note-taking, preparing lists of things required for the assessment or discuss with their peers. By doing so, they are able to relate new information to their prior knowledge; they can use brainstorming techniques, or create semantic or conceptual maps such as mind maps to comprehend what has been learnt in the classroom. In addition to cognitive strategies, independent learners use metacognitive strategies, that is, they know how to plan, monitor and evaluate their language learning via portfolio.

The seminal work of Piaget (1955) and Vygotsky (1986) has brought about the understanding that learning encompasses language (reading & writing) and thinking process. Learning takes place when children acquire new concepts or mental structures in which all information is stored. Thinking and learning are inseparable as they depend on concepts and schemas. Thinking comprises calling up stored information and thus applying it to make inferences, predictions, or sense of the world. Learning involves adding to or changing the schemas or concepts to facilitate new ideas.

Piaget believed that intelligence is an adaptive process, which requires the balance between a continuous assimilation of information and an accommodation of the information. Knowledge is active and the schemata, or mental and cognitive structures that the child has, are the building blocks by which assimilation and accommodation are balanced. As the child organizes and adapts new information within the existing schemata, equilibrium is reached. If the new information conflicts with existing schemata, cognitive conflict results, leading to reorganization of the schemata until equilibrium is reached and new learning occurs.

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In Piaget's work (1929), cognitive development seems to precede learning and development is only achieved when it reached a certain level then only a concept is understood. It means that a student has to be first exposed primarily to input that they can face without difficulty. The input has to be the student's actual level of development. Piaget's ideas of learning are based on two main principles which are assimilation and accommodation (Atherton, 2013). The first principle takes place when children and adults construct new knowledge by assimilating it with their internal representations of the world. Assimilation takes place when they view new objects or events in terms of existing schemas or operations and apply any mental structure within them. They actively find ways to use this newly acquired mental structure; Piaget calls it functional quality assimilation. Before learning could takes place, the second principle precedes it, and this is called accommodation. Accommodation takes place when children or adults modify their internal structure to provide consistency with external reality or the context they are in (Atherton, 2013). It occurs when existing schemas or operations are modified or new schemas are created to account for a new experience. In other words, accommodation influences assimilation. During classroom learning activities, students do not only accommodate their internal mental structures to fit the reality that exists within their surrounding or class but they also accommodate others in order to reframe their view of the world to fit the new experiences. Knowledge of Piaget's stage of cognitive development allows teachers to recognize and adjust instruction to individual students as portfolios are developed and examined.

The effect of social interaction, language and culture on learning was the focus of Vygotsky's work. He believed learning to be developmental differentiating between spontaneous and scientific concepts. Spontaneous concepts develop from a child's naturally emerging reflections, while scientific concepts originate in more structurally imposed classroom settings, and are more logical and abstract.

Lev Vygotsky, a Russian psychologist developed a theory of learning through mediation which has a tremendous impact on how we currently view the development of higher-thought process. Piaget posited just one level of cognitive development which is the actual level but Vygotsky was interested to discover "the actual relations of the developmental process to learning capabilities" (1978). Vygotsky and social constructivists view that learning builds on what learners already know; such as learners need to create their personal meaning from any learning situation or social context without relying too much on the teachers (Best & Thomas, 2007). Vygotsky proposed two different developmental processes to learning capabilities: the actual developmental level (ADL) and the zone of proximal developmental (ZPD). He suggested that the ADL is the level of a child's mental functions which is equated to the mental age as a result of the developmental cycles that have been completed. However, with the assistance of others within the child's circle, the child will develop a better mental development than what they achieve themselves. In other words, Vygotsky believed that students can only imitate within their own developmental level; they cannot imitate outside of what lies within the zone of proximal development. As a result of this, he concluded that in human learning, there exists a specific social nature where children grow into the intellectual life of those around them. This relates to the classroom context when students learn from each other and in doing so, they collaborate. Consequently, Vygotsky strongly believe that children need support systems or what he termed as scaffolding. Scaffolding is

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crucial in the zone of proximal development and thus is necessary as stipulated further by Vygotsky (1978) as follows: "...developmental processes do not coincide with learning process. Rather, the developmental process lags behind the learning process; this sequence then results in zones of proximal development".

He described the Zone of Proximal Development as the place where the two meet, varying from child to child. He argued that dialectical interaction with adults was necessary to move the child from spontaneous concepts to more adult logical concept formation (Vygotsky, 1986). Vygotsky's theory has direct application as teachers work with students in the portfolio process. The interaction between teacher and student or between student and student helps to provide the scaffolding necessary for students to move in the direction of more abstract and scientific learning. Assessment in a whole language context is based on the idea that assessment is continuous and process-oriented, anchored in the kinds of developmental changes by Piaget and Vygotsky (Rhodes &Shaklin, 1994).

The significance of Vygotsky's ZPD to the learning theory, implementation of portfolio as an assessment tool for classroom learning is that learning happens when students see their potentials rather than achievement. Nevertheless, Brown (2004) argues that learners of all ages and in all field of studies including second language students from diverse linguistic and cultural backgrounds can still benefit from the actual, hands-on nature on portfolio development.

2.2.1 The Social Constructivist Approach and Its Relations to This Study

My epistemology of this study is constructed through the notion that the truth and meaning in the world of teaching is a subjective interpretation of each individual learner, which involves the social and cultural realm that surrounds them. This social world is fundamentally different from the natural world as people have their own intentions, feelings and emotions which have an impact on each other and the context that they live in (as cited in Radnor, 2001; Crotty, 1998, Willig, 2001, Burr, 2003, Gergen, 2003). The researcher's perspectives on how teachers implement the portfolio as an assessment tool in the classroom with the learners is not objective as the researcher employed the stance of a constructivist in which meaning is not discovered but is constructed as humans beings engage in the world they are interpreting (Ahmad & Warrick, 2001). Furthermore, constructivists believe that anything that is known must be created in the mind of the knower. According to Dewey, beliefs about education and ways of knowing include the premise that knowing is not done by an outside spectator but is instead by a participant, with society providing a reference point of theory for making sense of the experience. The notion is that all knowledge is constructed by the knower by including the idea that there is a relationship between the individual, community, and the world mediated by socially constructed ideas (Packer & Goicoechea, 2000).

Social constructivists believe that knowledge construction takes place, and is enhanced, by social interaction. Although constructivism is not a theory about grading, it still has implications for teachers taking a nontraditional approach to assessment; this study also focuses on portfolio assessment, an important aspect in the teaching and learning process

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(Dixon-Krauss, 1996; Steffe & Gale, 1995; Curtis, & Odle, 1995, as cited in Anderson & DeMeulle, 1998).

2.2.2 Classroom learning in Malaysian secondary classroom and its relevance to the Zone of Proximal Development

The first and foremost objectives of the English language curriculum for secondary level are specified as follows:

- To form and maintain relationships through conversation and correspondence; take part in social interactions; and obtain good services;
- To obtain, process and use information from various audio-visual and print sources and present the information in spoken and written form;
- To listen to, view, read and respond to different texts, and express ideas, opinions, thoughts and feelings imaginatively and creatively in spoken and written form; and
- To show an awareness and appreciation of moral values and love towards the nation. (Curriculum Development Centre, 2003)

The English language curriculum is further divided into Form 1 to Form 5 syllabuses that outline the content to be taught for each form. The curriculum provides information on three aspects. First, the Learning Outcomes specify the skills to be achieved by the students that are the three Areas of language use, the Interpersonal, Informational and Aesthetic, integrated into the four skills, namely the listening, speaking, reading and writing skills. Second, the Language Content which includes the grammar, the sound system and the word list to be taught. Finally, the Educational Emphases aspect incorporates thinking and study skills, ICT skills, and Multiple Intelligences. The curriculum is further detailed in the form of syllabus specifications for each year of secondary school. This serves as a form of reference for the teachers in terms of skills to be achieved, topic and themes to be dealt with, and the vocabulary and grammar items and the sound system to be learned. This is an important aspect of learning in the English language syllabus in Malaysian school which occurs in the ZPD which is the integration of skills. The teachers in this study tailor the learning outcomes for their lessons for each week. Then, the teachers prepare the assessment purpose based on the learning outcomes to ensure students could master the topics taught for the lesson.

The English language syllabus emphasizes skill integration as an important aspect of teaching and learning. This includes the four main skills which are listening, speaking, reading and writing. It represents the whole language approach which is deemed crucial and meaningful as it allowed students to engage in classroom activities aimed at developing their language skills. With regard to the National Education Policy in Malaysia, English is described as the second most important language. English language is taught in Malaysian classrooms for the purpose of communication especially for those who have undergone the national education system (Asmah, 1987). Therefore, the main objective of teaching English language at the secondary school since then remains the same which is to disseminate the communicational approach in teaching of the language (English Language Syllabus in Malaysian Schools, Forms I-V, 1975).

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Portfolio tracks the students' performance in class where examinations do not always tell teachers about what students have learned but rather what students have learned to pass the tests or to achieve certain grades. Portfolio encourages students to be autonomous and independent by taking charge of their own learning. Their ability to make decisions and assessing their own work will make them actively involved in the learning process; hence they become active learners. This forms the basis of social constructivism as proposed by Vygotsky (1978) in which students' cognitive and social constructs are accomplished in different pace and measure.

Another important aspect of Vygotsky's ZPD and social constructivism in this study is that it makes students take charge, be responsible to think about their learnng through the use of portfolio as an assessment tool. Learning takes place via the use of portfolio as an assessment tool and students are able to assess their own work at the same time. Students are given an opportunity to assess their own learning to show their undertsanding of topics taught by the teachers in the classroom. Wolf (1989) posits that students become more concerned with their work when they know it is in relation to learning goals; they expand their perspective of what is being learned and regard learning as a developmental process. The cognitive aspect of using knowledge which Piaget claimed seems to mirror the traditional way of thinking which is "having and knowing". The cognitive feature has great impact on learning a language which can be established by using portfolio in a more flexible way.

The discussions on Vygotsky's ZPD have revealed that teachers can use portfolio as an assessment tool to monitor student learning. In the context of this study, social constructivism is embedded in the secondary school classroom. It shows that teachers are no longer limited to the prescriptive curriculum and classroom syllabus but the teachers can go beyond the prescribed official documents to make learning an invigorating experience to improve students' learning. By using portfolio as an assessment tool, the teachers can set and prepare the assessment tasks based on the learning outcomes to be achieved. At this stage, the teachers construct and reconstruct their knowledge according to the needs of their students because students were determined to take part in the classroom activities as they knew marks would be awarded for each activity they answered and submitted. This further shows that teachers can use portfolios not only to improve student learning but at the same time they can also improve their own teaching. This is supported by Hashemian and Azadi (2011) where portfolio is considered a purposeful collection of student work that show the student's effort, progress, and achievement in a given area as it not only provides a source for assessment but also enhances learning opportunities. Thus in a classroom that promotes social interaction, the focus is on assisting students to acquire the learning characteristics of the classroom community (Bartholomae, 1985) which is interactive in looking at the students' potential and not weaknesses (Martin, 2000).

The portfolios that reflect social constructivism would be designed to create knowledge collaboratively by focusing on locating knowledge production during student interaction. As for the teachers, they have to aware of the existence of the two zones; ADL and ZPD and the implications of these two zones on their teaching and students' learning. At ADL, teachers know that the students would bring their own perceptions and understanding of their own

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learning and cognitive abilities. Therefore, at the ZPD, the teachers should play their roles by providing a variety of learning tasks in the form of classroom activities for their students which would then indicate the students' mental potential (Richard-Amato & Snow, 2005). Teachers should take into consideration their students' progress at different level due to students' levels of ability and knowledge construction. Thus, this is what ZPD represents. It reveals the distance between the actual development level as determined by independent tasks and the level of potential development determined through higher level or more challenging tasks with guidance and collaboration with more capable peers. In short, using portfolio as an assessment tool in the ZPD will help reinforce the students' learning.

Part III

2.3 Portfolio Assessment and Portfolio Assessment Model

Portfolio assessment in the language arts has emerged as an alternative form of assessment recently (Farr & Tone, 1994; Valencia, 1990; Wolf, 1989). Portfolio assessment is also perceived as an alternative to standardized testing which has been the traditional means of evaluating students (Worthen, Borg, & White, 1993). Portfolios are considered to be compatible with the process-oriented and meaning construction view of learning (Wiggens, 1993). One of the most prominent results of portfolio assessment is that it approves the reliance on teacher and student judgment (Farr & Tone, 1994).

The definition of portfolio varies but there is a general understanding that it is a purposeful collection of student work that provides evidence of growth and achievement over time (Farr & Tone, 1994). Well-developed portfolios exhibit essential, contextualized learning that needs complex thinking and expressive skills (Herman & Winters, 1994). Portfolios demand that students continuously collect and reflect on their work. In other words, it places students at the center of the assessment process. Through self-assessment, self-reflection, group discussion, individual presentation, and collaboration with the teacher, portfolio serve as a vehicle for continued growth in the learning process (Routman, 1991).

The concept of portfolio allows for ownership, reflection, and teacher-student interaction (Paulson, Paulson, & Meyer, 1991). Students do not just put the materials into the portfolio, they have to reflect upon the material, what they learned from the worksheets, and why are they placing the material into the portfolio (Charanjit & Samad, 2013). In other words, students acquire ownership of their learning as they are involved in making choices of what goes into their portfolios. When students are aware that they evaluating their own strengths and weaknesses, it also encourages them to take responsibility for their own learning, and enhance student-teacher communication. In addition, portfolios are believed to improve self-esteem by allowing students to value their own work and themselves as learners (Hansen, 1992).

The portfolio and assessment literature shaped the portfolio implementation to a great extent. When implementing portfolio, a number of considerations will assist teachers in using the tool effectively. Barrett (2007) asserted that novice teachers alone cannot start using the portfolios as the whole process is difficult and therefore in their pursuit of portfolio method

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tended to struggle. Portfolio received great attention as emphasis of instruction is on the learning and reflection (Barrett, 2007). The teachers play a crucial role, as it is the teacher who delivers and communicates the goal of the portfolio development to the students (Barrett, 2007). For teachers to effectively design and implement portfolio assessment, they need a model to provide a framework for their work.

Various existing models outline the essential steps necessary to design and implement a portfolio assessment in the classroom. It is very important to have a model for portfolio assessment as it will help ensure the portfolio is a reliable and valid assessment tool. Clear criteria for evaluation, including what must be included in the portfolio and rubrics for evaluation are vital to successful portfolio assessment (Fernsten, 2005). Portfolio assessment demands the following: clarity of goals, explicit criteria for evaluation, work samples tied to those goals, student participation in selection of entries, teacher and student involvement in the assessment process, and self-reflections that demonstrate students' metacognitive ability, that is, their understanding of what worked for them in the learning process, what did not, and why (Fernsten, 2005). These elements further enhance the learning experience and the self-understanding of the student as learner. This model of portfolio assessment was proposed by Barnhardt et al. (2003). In their model, there are seven main steps in portfolio assessment:

Step 1: Plan for the assessment purpose
Step 2: Determine portfolio outcomes
Step 3: Match classrooms tasks to outcomes
Step 4: Establish criteria for assessment
Step 5: Determine organization of the portfolio
Step 6: Monitor the portfolio process
Step 7: Evaluating the portfolio process

The above model requires teachers to come up with the assessment purpose and then determine the portfolio outcomes. The steps described in step 1 and 2 are redundant as teachers have to follow the learning outcomes first before they could match it with the assessment purpose. It is crucial for teachers to come up with the types of assessment task or activity based on the learning outcomes to be achieved.

b) Moya and O'Malley (1994)

Moya and O'Malley (1994) developed the portfolio assessment model (PAM) where it consists of six interrelated levels of assessment activities such as the following:

1. Identify the purpose and focus of the portfolio procedure
2. Plan portfolio contents
3. Design portfolio analysis
4. Prepare for instruction
5. Plan verification of procedures
6. Implement the model

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The model proposed by Moya and O'Malley (1994) is more feasible as it requires teachers to identify the purpose and focus of the portfolio procedure. Teachers can identify and match the purpose and focus of the portfolio based on the learning outcomes. What is missing from this model is the emphasis on learning outcomes which is important to ensure that the assessment tasks are appropriately constructed or selected. As for the second step which is to plan portfolio contents, the model should consider students' voice in terms of materials compilation for the portfolio. By doing so, teachers allow student autonomy to take place and understand their needs in learning.

c) Paulson and Paulson's (1990)

The model proposed by Paulson and Paulson's (1990) has three dimensions, each reflecting a major aspect of the portfolio. This dimension includes assessment activities intrinsic to both compiling a portfolio and aggregating across portfolios. It explains the rationale (what is the purpose for forming the portfolio), intents (what, in general terms are the goals), contents (the materials found in the portfolio itself), standards (what is good and not so good about performance), and judgments (what are the conclusions that we can draw).

The model proposed by Paulson and Paulson (1990) is complicated as it does not show and explain in detail ways teachers can implement portfolio assessment in the classroom. First of all, the model did not include the learning outcomes which the teachers intend to achieve or work on. The model explained the rational or the purpose for forming the portfolio. It will be more practical if the model could outline several steps such as the types of assessment task designed based on the learning outcomes and the scoring criteria.

d) Kemp & Toperoff (1998)

Kemp and Toperoff view characteristics of portfolio assessment as the following: they describe portfolio assessment as showing depth, breadth, growth, and reflection. Depth in that it is carried out without time restraints and with help of resources, breadth in the wide range of skills shown, growth in the development over time, and reflection in that students review their progress and the quality of their work in the context of set goals. Its open ended quality allows students to exhibit performance at their own level and is flexible to different learning styles and individual strengths. The model outlines the following:

1) student and teacher assessment involvement
2) selection; choice and justification
3) samples showing growth over time
4) student self-assessment/reflection
5) pre-set criteria
6) assessment tied to classroom activities,
7) communication among students and teacher
8) student responsibility and autonomy in learning.

The model proposed by Kemp and Toperoff (1998) is more holistic as it focuses more on student and teacher involvement in portfolio assessment. The steps explained show that there

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is a need for the teachers and students to collaborate so that teachers can create space for students to become independent thinkers and autonomous learners via the portfolio assessment. The third step on sample showing growth over time benefits both the teachers and students. It gives students an opportunity to do quality work, reflect on learning and allow them to work according to their pace and style to achieve their goals. As for the teachers, they can see students' progress over time and their efforts to improve work.

e) Ferris and Hedgcock (2005)

Ferris and Hedgcock (2005) acknowledge potential problems with portfolio assessment including: difficulty implementing large scale, rater reliability, comparability of portfolios with varied content, and authenticity. Their answer is careful planning and training of both teachers and students which they model through their portfolio assessment in a multi-section non-native introductory composition class. Their model considers:

1. Purpose of assessment
2. What tasks and artifacts to include
3. Performance standards or marking criteria
4. Rater consistency in scoring and feedback
5. Content and construct validity; the alignment of portfolio performance to course objectives and student goals
6. Wash back; how future student learning is affected by portfolio assessment

The model proposed by Ferris and Hedgcock (2005) is outstanding compared to other models discussed in this section because it is concerned with issues pertaining to reliability and validity which other researchers did not mention in their models. The fourth step in which rater consistency in scoring and feedback is crucial as it indicate the need to specify assessment criteria so that the raters follow the same criteria. The rating criteria can be holistic or analytic in nature. It depends on the teachers to determine the types of rating criteria they want to use for portfolio assessment. The model educates teachers on the importance of reliability and validity for portfolio assessment which promises effective teaching and learning. When this takes place, washback effect takes place.

f) Gottlieb (1995)

Gottlieb (1995) proposed a developmental scheme for considering the nature and purpose of portfolio. The acronym CRADLE was used to designate six attributes of portfolio development – collecting – reflecting – assessing – documenting – linking, and evaluating. As in the stage of collecting, students are free to express their lives and identities with the appropriate freedom to select what to include. In the second stage, reflecting, students get the opportunity to engage in reflective practice via journals and self-assessment checklists. In the third stage, assessing, students take the role of assessment seriously as they evaluate quality and development over time. In the fourth stage, documenting, students have to demonstrate their achievement through their portfolios, rather than via tests, grades and other traditional forms of evaluation. In the fifth stage, linking, portfolio connects students to their teachers, parents, communities and peers. In the final stage, evaluating, portfolio require a time-

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consuming but fulfilling process for educational decision making. Gottlieb (1995) further argues that the six stages are of equal weight, importance, and validity in the language classroom with linguistically and culturally diverse students.

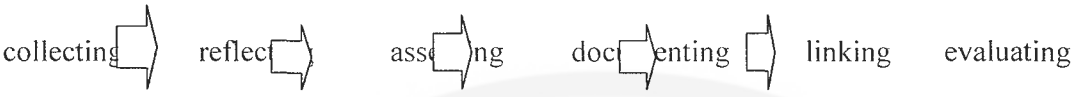


Figure 3: CRADLE: Developmental Scheme for Portfolio Assessment

The model proposed by Gottlieb (1995) is holistic in nature as it emphasizes more on students' capability in each stage of portfolio assessment. The model discusses on the issue of validity of the assessment. Validity of the assessment is ensured when the tasks given are in line with the learning outcomes. Although the model emphasizes the importance of validity but it did not discuss about the learning outcomes which is crucial for portfolio assessment. Teachers can achieve validity if they provide tasks for students to do after each lesson to check whether or not they have achieved the learning outcomes. The third stage proposed in the model is interesting as it allow students to get involved in the assessment process which will show them the progress they have made over a period of time.

g) Staehler (1994)

The following model is proposed by Staehler (1994). This model is to be used to reveal to the student and instructors, via observation of multiple examples of performances, in different times and contexts, how the students is developing as a learner. It also consists of a variety of performance-based assessments and uses specific criteria and authentic (real life) materials/activities as shown below:

1. Identify essential skills
2. Provide instruction: meaningful learning activities
3. Assess based on performance: What a student can do based on instruction?
4. Score performance based on rubrics (internal standards)
5. Provide specific feedback on performance: analysis and self-reflection
6. Provide opportunities for practice: repeat performances/multiple contexts
7. Collect evidence of "best efforts" in a portfolio
8. Evaluate contents of portfolio using proficiency guidelines (global assessment/external standards)

The model proposed by Staehler (1994) is unique in the sense as it assesses students based on performance after instruction. This helps the teachers to improve instruction and prepare materials based on students' the performance. The teachers can be creative in preparing the tasks for portfolio assessment. Based on the students' performance, the teachers can also adjust the difficulty level of the tasks according to the students' level of language competence. Continuous feedback on students' performance will promote teach-student collaboration. It also gives students an opportunity to correct their work, improved and succeed in their work.

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2.3.1 Different Types and Purposes of Portfolio

There are many different types of portfolio, each of which serves one or more specific purposes as part of ESL classroom assessment such as showcase, process and documentation portfolios (Widiatmoko, 2005; Barootchi & Keshavarz, 2002;Genesee & Upshur, 1996; Paulson et al., 1991):

a. Showcase portfolios are best used for summative evaluation of students' mastery of curriculum outcomes. It includes students' best work, determined through a combination of student and ESL teacher selection. Only completed work is included. In addition, this type of portfolio is compatible with audio-visual artifact development, including photographs, videotapes, and electronic records of students' completed work. This portfolio also includes written analysis and reflections by the students upon decision-making processes used to determine which works are included.
b. Process portfolio documents all facets or phases of the learning process. They are particularly useful in documenting students' overall process. It shows how students integrate specific knowledge or skills and progress towards both basic and advanced mastery. Additionally, the process portfolio emphasizes students' reflection on their learning process, including the use of reflective journals, logs, and related forms of metacognitive processing.
c. Documentation portfolio, also known as the working portfolio, involves a collection of work over time showing growth and improvement reflecting students' learning of identified outcomes. This includes everything from brainstorming activities to drafts to finished products.

Part IV

2.4 Past Studies on Portfolios as an Assessment Tool and its Relevance in Framing this Research

Literature revealed to that portfolio assessment is a significant learning, teaching and assessment tool. Portfolio assessment can be used as an integral part of learning as it provides students with opportunites to overcome their weaknesses (Barootchi & Keshavarz, 2002). Portfolio assessment is not about a final exam, but a learning experience that is part of the ongoing course and serves as a guide to the student as well as the teacher (Wing-Sze, 2007). Portfolio assessment is different from traditional assessment in that it provides feedback which contribute toward students' progress, self-assessment and self-reflection (Tabatabaei, 2012). There are many elements involved in interpreting students' perfomance based on the portfolio, O'Malley and Pierce (1996) for instance, describe three essential elements of a portfolio which can be used to intrepret students' portfolios. Three prominent features of a portfolio assessment which are samples of student work, student self-assessment, and clearly stated criteria.The portfolio provides criteria for identifying student achievement in learning which will improve the teaching and assessment process for the teachers. The teachers will interpret each student's ability based on the marks given for each activity in the portfolio, students' individual performance, and also their personal contribution in terms of delivering

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and sharing of ideas during classroom discussion. The evaluation form provides some valuable information in terms of how students acquire learning in the classroom.

2.4.1 Sample of student work

To elaborate, sample of student work represents a reflection of students' work and their learning development over time. The content of the portfolio may depend on either students' or teachers' preferences, but they are designed to reflect either the purpose or instructional goals. Additionally, Tierney et al. (1991) indicate that the whole point of having portfolios is 'to individualize them as much as possible, to attune them to the needs of classroom goals and to the individual students as well.'

2.4.2 Student self-assessment

A portfolio allows students to assess, reflect and monitor their progress toward learning, thus providing the motivation for independent learning (O'Malley & Pierce, 1996). Wolf (1989) posited that students become more concerned with their work when they know it is in relation to learning goals; they expand their perspective of what is being learned and regard learning as a developmental process. However, there are some reservations pertaining to self-assessment. Many teachers are not comfortable with the idea of students assessing themselves because this involves relinquishing too much control to students. Therefore, teachers as well as students must understand the motivation behind employing portfolio if they want to make use of it.

2.4.3 Clearly stated criteria

A portfolio requires tasks that will enable students to use and demonstrate a broad range of abilities of their learning which is formative in nature. Thus, clearly stated criteria are crucial in interpreting students' performance in learning. The stated criteria cover the daily lessons taught by the teacher which help the students to organize their work and systematically collect relevant information or artifacts that document growth and progress (Johnson, Mims-Cox, & Doyle-Nichols, 2006). To facilitate the assessment process, it is crucial for the teachers to understand what the teachers' and students' portfolio entails (Mohtar, 2010). Setting up clear criteria for assessment is very important when introducing the use of portfolios (Zhang, 2009). Although there is no single correct way to develop portfolio programs, in all of them students are expected to collect, select and reflect (Zhang, 2009). With portfolios, the teacher needs to make very clear to the students the criteria for assessment (Campell, Melenyzer & Nettles et al., 2000; Gnensee & Upshur, 2000). These criteria should not only be made known to the students but also can be discussed and built jointly with the students (Zhang, 2009). For example, both the teacher and the students will agree on the inclusion of all the required entries, the quality of the final products, seriousness of revisions, depth of reflection, layout and design and keeping up to the time schedule (Smith 2002). This is supported by Hanson & Gilkerson (1999), there are several criteria portfolio assessment must meet. The portfolio must (1) be clearly linked with an instruction objective, (2) be an ongoing assessment system, (3) avoid becoming a teacher-manufactured document, and (4) be performance based and emphasize purposeful learning. Chen (1999, 2000) conducted a study and described how portfolios are collected, used and evaluated,

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along with tasks demanded, plus pedagogy and assessment in curriculum. One survey conducted by Kang Hsuan Education Magazine (Central Daily News, Jan. 17, 2002) showed most teachers highly confused about implementing the Grade 1-9 Curriculum. Hanson & Gilkerson (1999) reported that there are several criteria portfolio assessment must meet. This is supported by Herman and Winter (1994) that based on self-reports from teachers and others implementing portfolios appears to have positive effects on instruction. At the same time, for successful implementation of portfolio assessment, the teachers need to have an ongoing training and support (Aschbacker, 1993) and the need for professional development in understanding how to use alternative forms of assessment (Copeland, 1999). This is also supported by (Burke, Forgerty, & Belgrad, 1994; Epstein, 2001; Educational Technique Department, 1996; Fina, 1992; Moonkum, 2000; Morin, 1995; Pearson Education Development Group, 2001; Poowipadawat, 2001; Prawarnpruek, 1997; Punngam, 2000; Saereerat, 1997; Siladech, 1997; Hanson & Gilkerson, 1999) that there are several criteria portfolio assessment must meet. The portfolio increase student's learning motivation and confidence as the previous research indicated (Murat & Sibel, 2010). Completing and demonstrating a portfolio task make students feel accomplishment and confident (Huang, 2012).

2.4.4 Portfolio as an assessment tool

It is important to inform and explain to students the purpose and benefits of using portfolio as a classroom assessment tool. The use of portfolio as an assessment tool allows teachers to see the real ability and potential of their students. This is in congruent with the definition of portfolio as a collection of work done over a period of time to measure progress (Johnson, 2006).Portfolio requires a procedure in which students will be assessed on what they have discussed and learnt in the classroom. It is a beneficial measuring tool that can be used with students or with teachers in training (Banfi, 2003; Newman, Smolen, & Lee, 1995). The learning outcomes of each lesson are identified to ensure that the assessment tasks are carefully designed so that the students have an idea to relate them to their own learning goals. Students need some space to reflect on their own work and examine how portfolio creates ways to collect evidence of their learning. When teachers distribute assessment tasks to evaluate student performance at the end of lesson, the students are given an opportunity to evaluate and improvise their approach to the task at hand over time (Rea, 2001).

Husseinali (2012), who examined the validity of using portfolios as an L2 (second language) assessment procedure and to ascertain the effectiveness of portfolios as an L2 learning tool, provided a detailed explanation on the use of portfolio as an assessment tool. The portfolios were graded weekly to record each student's progress and to encourage active participation in the small group meetings on an ongoing basis. The portfolios replaced weekly quizzes, which counted for 30% of the final grade and were marked using a holistic approach focusing on comprehension. The researcher included weekly tasks, task types, and the specific tasks selected for grading each week. This helped the readers to understand the key structure of the portfolio which was the inclusion of an "activity form" designed to make portfolios more structured and uniform for all students. Two-tailed Pearson correlation tests were run to find out if there are any significant correlations between portfolio grades and traditional written test grades. The test results show that portfolio grades significantly

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correlated with written test grades (r =.86, p< .001). Similarly, portfolios grades significantly correlated with oral interview grades (r = .86, p< .001). These results indicate that portfolios are a reliable assessment tool in L2 instruction. This finding is significant in validating using portfolios for L2 assessment. However, the study has missed an important aspect in the methodology which was to hear the inner voices of the students experiencing portfolio assessment. The study would have been more significant if the researcher complemented his findings with data from student's in-depth interviews and reflections. The data from student interviews will help readers to understand students' responses to portfolio as an assessment tool and how this assessment has improved their learning specifically in which ways. It would be interesting to note if the research propose questions pertaining to the effectiveness of portfolio assessment as opposed to the traditional assessment. Furthermore, it is crucial to find out how students feel about compiling portfolios and their experiences throughout the assessment process.

A study conducted by Fook and Sidhu (2010) to explore students and teachers' perceptions of having portfolio assessment in English as a Second Language (ESL) classrooms utilized two sets of questionnaires and interviews to collect their data. Their questionnaire findings revealed that students noticed the effects of portfolio assessment in their performances and the student interview data showed that the portfolio assessment had helped write more essays and this helped them improve their writing abilities. All in all, they realized that the portfolio assessment had positively affected their performance in writing English essays. This confirmed the claim made earlier by Sidhu, Chan, and Hazadiah (2007) that an authentic assessment could make the students recognize their strengths and limitations. Combinations of qualitative and quantitative method were used to get further insights into the students and the teachers' perceptions on relevant tasks that could be carried out in portfolio assessment.

2.4.5 Portfolios as an L2 Learning Tool

Portfolios have positive and lasting impact on L2 learning (Ghassan, 2012). Students keep a collection of their work in a folder as a result of their teacher's instructions to collect evidence of learning. Thus, portfolios allow students to achieve language goals which will boost self-confidence specifically pertaining to their ability to learn (Little, 2002, 2009). Moreover, students become aware of how adaptable the portfolios can be as a L2 learning tool, giving them a sense of control over their own learning in terms of content, level, and pace confirming results reported in Nunes (2004). Portfolio is considered a purposeful collection of student work that show the student's effort, progress, and achievement in a given area as it not only provides a source for assessment but also enhances learning opportunities (Hashemian & Azadi, 2011). A variety of activities in the portfolio will provide students with a sense of satisfaction and empowerment in the attainment of their goals. When students are motivated to take charge of their portfolios, indirectly they become active and responsible for their own learning. Portfolios have been used in Japan as an alternative assessment (Mineishi, 2002). Apple and Shimo (2005) in their study investigated the perceptions of students at two universities in western Japan pertaining to portfolio use in their writing. The students agreed that via portfolios they were able to have their learning processes assessed and were provided the chance to reflect on their own work. They were also able to get ample feedback from their peers and instructors, enhance cooperative

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learning and increase motivation. Tabatabaei and Assefi (2012) investigated the effect of portfolio assessment technique as a teaching, learning and assessment tool on writing performance of EFL learners. The students agreed that portfolio assessment had a positive significant effect on students' overall writing. Their findings were consistent with Moya and O'Malley (1994) who have suggested that a single measure is incapable of estimating the variety of skills, processes, knowledge and strategies that combine to determine student progress.

This study reported that portfolio assessment has a significant positive effect on EFL learners' writing sub-skills which is completely compatible with the study of Krigere and Sardeiko (2000) which indicated that portfolio assessments were used as an effective tool for developing language skills in general and writing skills in particular. These results are congruent with the study of Aly (2000) that the students in experimental group could recognize their weak points (skills) in writing and develop as writers. In short, portfolio assessment facilitated the students to increase their ability to learn and improve writing skills. Teachers should use the appropriate strategy using portfolio for learning as it could help the students to see the potentials of portfolio in terms of providing them with authentic information about their own progress. Izadi and Hakhverdian (2014) in their study investigated the effect of portfolio assessment versus peer-assessment on writing ability of 50 Iranian Intermediate English as Foreign Language (EFL) learners. The study was aimed to determine any possible differences in the effects of peer-assessment versus portfolio assessment on the writing ability. The findings revealed that there was a significant difference between portfolio assessment group's mean scores on the pretest and posttest of writing. Although the findings of the study are consistent with Elahinia's (2004) and Yurdabakan and Erdogan's (2009) findings that portfolio assessment significantly improves students' overall writing ability, but the results of the this study did not confirm with Berg's study (1999) which indicated that peer-assessment is a means of aiding EFL students' writing development. As a result, Cassidy (2006) suggests that peer-assessment works best when learning aspects associated with assessing peer work is introduced and stressed earlier rather than focusing on the allocation of marks and feedback.

Alderson & Wall (1993) suggest that assessment can influence student learning in positive or negative ways. Portfolios, as a form of alternative assessment, are thought to be capable of enhancing student learning (Biggs, 1999; Smith & Yancey, 2000). A study conducted by Czura (2013) with students of lower secondary school to determine whether portfolio assessment contributes to the development of autonomy in adolescent learners revealed the implementation of portfolio assessment failed to affect the overall level of learner autonomy. She reported that introducing one selected pedagogical procedure does not suffice to foster learner autonomy. Teachers have to be ready to pass a portion of their autonomy to the learners, who, in turn, need to know how to use the privilege judiciously. The findings revealed the emergence of certain autonomous behaviors in the group exposed to portfolio assessment; for instance, the learners were able to establish and implement assessment criteria or apply diverse to be task-specific were not transferred to other spheres of classroom teaching; consequently, they were not fully developed learning materials without the teacher's assistance. Unfortunately, these elements that appeared to be task-specific were not

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transferred to other spheres of classroom teaching; consequently, they were not fully developed.

However, a similar study was conducted by Chen (2009) found that students favored the portfolio system, considering the learning tasks conducive to their learning, and portfolios to be good tools to examine their learning process and improve their learning methods. Research evidence also suggests portfolios as a potent device to gauge students' effort, achievement, improvement, and self-evaluation (e.g. Chen, 1999, 2000; Far & Tone, 1994; Hamp-Lyons & Condon, 2000; Hsieh et al., 2000; Newman & Smolen, 1993; Smolen et al., 1995).

A study conducted by Huang (2012) with a class of 31 first-year English education majors revealed that student have positive attitude toward the use of the portfolio assessment. The study reported portfolio assessment developed students' language competence, enhanced their cross-cultural knowledge and promoted their learning autonomy and motivation. Past researches has indicated that using portfolios in foreign language education benefits the students: offering a multi-dimensional perspective of student progress over time, promoting self-reflection and learner autonomy and integrating learning, teaching and assessment (Delett, et al., 2001; Banfi, 2003; Yang, 2003; Allen, 2004; Nunes 2004; Bahous 2008, Lo 2010 etc). Portfolio does not only help the learner to understand and extend learning, but make the teachers to gain insight about learning and the learner, and thus being able to adopt a more learner-centered practice (Huang, 2012). The portfolio provides students an opportunity to demonstrate their work, effort, ideas and learning processes. By doing so, the teachers are able to provide some descriptive and encouraging feedback to the students. This promotes students' learning motivation. Furthermore, creating a portfolio fostered collaborative learning environment. Some activities as portfolio celebration helped students learn some learning method from others and develop their own meta-cognitive skills (Huang, 2012).

2.4.6 Portfolio for self-reflection

Reflection is considered to be an important part of the learning process. Reflection is known as one of the important features in the use of portfolio, "with reflection, the portfolio can become an episode of learning; without reflection, the portfolio may be little more than an exercise in amassing papers" (Wolf & Dietz, 1998, p. 14). Portfolios must demonstrate some features to be considered as good examples of alternative assessment (Khodadady & Khodabakshzade, 2012). Students' reflection is one of those features which have been highlighted (Lynch & Shaw, 2005). Sliogerine (2012) used students' reflection analysis in portfolio at Mykolas Romeris University. She discovered that the language learning portfolio implemented in legal English classes was positively evaluated by learners and acknowledged that learning English for Specific Purposes in such an environment was effective. The students agreed that the evaluation of portfolio-based learning had helped them to revise and memorize legal English vocabulary. They were able to discover what they have learned, develop questions for further study, identify learning needs and self-project their further education. In sum, the self-reflection produced by the students was dominant evidence

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demonstrating student mastery of learning in the classroom. Through self-reflection, teachers were able to improve their approach to instruction to cater to student needs in the classroom.

Moreover, teachers felt that by providing constructive feedback to students based on their reflection it allows students to be engaged in the assessment process. Khodadady and Khodabakshzade (2012) asserted that making students conscious and reflective about their learning is a complicated task which should be made more practicable by means of a criterion-referenced plan such as a pre-determined organized self-assessment.

2.4.7 Portfolio for Self-Assessment

A growing body of literature indicates that self-assessment and self-regulation of learning are powerful forces that help students improve their learning (Rudd &Gunstone, 1993; Smolen, Newman, Wathen, & Lee, 1995; Zimmerman & Martinez-Pons, 1990). Because the research demonstrates the efficacy of self-assessment, advocates of assessment portfolios and school reform enthusiastically support portfolios (O'Malley & Valdez Pierce, 1996). Students can become involved in assessing their own and others' work based on the scoring criteria, thus focusing on the academic goals they are trying to achieve. Self-assessment makes students more alert and more aware of their own learning especially in the how and what of their learning. According to Kohonen (2000) portfolio assessment creates ways for promoting learner autonomy not just by telling them that they are in charge of their learning but by making them involved in the process. Making students conscious and reflective about their learning is a complicated task which should be made more practical by means of a criterion-referenced plan such a predetermined organized self-assessment (Khodadady & Khodabakshzade, 2012). Arguments put forward by Holec (1981), Tudor (1996) and Thomson (1996) revealed that self-assessment is an integrated part of autonomous learning. This is because the role of self-assessment in promoting learner autonomy has been highlighted to the extent that Hunt, Gow, and Barnes (1989) argue that without learner self-assessment and evaluation "there cannot be real autonomy" (p. 207). Self-assessment promotes learner autonomy (Little, 2005). It plays a crucial role in reflective learning. There is a need for students to understand and internalize reasons for teachers asking them to do the self-assessment. Self-assessment is an indicator of students' understanding of comprehending lessons learnt in the classroom and also an evaluative account of their activities which they have to place in their portfolios. This allows for both the teacher and student to collaborate in the process of curriculum evaluation and provide learners an opportunity to use their knowledge beyond classroom (Khodadady & Khodabakshzade, 2012).

2.4.8 Portfolio for Formative Assessment

Formative assessment can result in significant learning gains but only when the assessment results are used to inform the instructional and learning process (Black & William, 1998).Traditional assessment such as tests display how knowledge can be memorized and regurgitated, but portfolio assessments measure conceptual development over a period of time. However, tests and other traditional assessments do have purposes, and can even be included in portfolios (Davis & Ponnamperuma, 2005). Unlike a test that measures only one type of intelligence and understanding, a portfolio is useful for comparing understanding

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across intelligences. A portfolio also allows the student to become more self-aware of his learning process (Davis & Ponnamperuma, 2005). As Sweet asserts, "Portfolios can serve as a vehicle for enhancing student awareness of these strategies for thinking about and producing work--both inside and beyond the classroom" (Sweet, 1993). A portfolio teaches self-awareness and self-responsibility, skills that will serve a person well beyond the classroom (Davis & Ponnamperuma, 2005).

In contrast, when looking at portfolios as assessment of learning, the students submit specific required artifacts that are mandated by the schools to determine outcomes in instruction (Barrette, 2006).Similarly, a study conducted by Ghorrchaei et al. (2010) revealed that portfolio assessment empowers students' learning of English writing and emphasized the formative potential of portfolio assessment in EFL classes. The results showed that portfolio assessment affected the students' achievement in their overall writing as well as their achievement in terms of focus, elaboration, organization and vocabulary. Their findings were consistent with Elahinia's (2004) and Yurdabakan and Erdogan (2009) findings that portfolio assessment significantly improves students' overall writing ability. Furthermore the researchers made an attempt to generate the "portfolio culture" so that students can be engaged in the process-based reflection. The students perceived the value of writing portfolios in linking assessment. Another interesting theme emerging from their study was the awareness of writing. Using portfolios enabled students to identify their weaknesses in writing and they seemed determined to solve their writing problems.

2.4.9 Portfolio for Self-directed learning

Students are aware that the portfolio is representative of their own growth and effort in learning. Keeping a portfolio involves responsibility; in the whole process of the portfolio assessment the students are required to be involved in the decision-making along with the teacher. Portfolios can enhance the assessment process by revealing a range of skills and understandings on the students' part by getting them involved in the assessment process. In addition, portfolio assessment has a potential to demonstrate students' learning process and learning product over time. As a result, portfolio gives detailed information about students' development in the learning process to the teacher and students themselves. Portfolio assessment enables students to reflect on their real performance, to show their weak and strong domains and to observe students' progress during the learning process, and encourages students to take responsibility for their own learning. Hung (2006) in his study found that compiling electronic portfolios promoted learners' self-assessment practice and thus encouraged self-directed language learning. Self-assessment exposes students to an effective language learning strategy that encourages autonomy language learning as it allows language learners to assess their learning process which in return facilitates them to stay focused on their own learning (Chamot & O'Malley, 1994; Chen, 2005; O'Malley& Pierce, 1996; Oscarson, 1997) as cited in Hung (2006). Fundamentally, learners need the exposure and opportunity to assess their own learning so that they can focus on their own learning and not depend so much on their teachers Harris (1997).

A portfolio boosts the student's autonomous learning ability. By compiling a portfolio, students are able to set goals, reflect on their learning results and monitor their progress,

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conduct self-assessment and peer-assessment by consulting the given criteria with the teacher's guidance. These experiences provide students an opportunity to discover their personal strengths and weaknesses (Delett et al., 2001) and enable them to develop a better understanding of learning and assessment, enhance their self-reflection ability and learner autonomy (Alabdelwahab, 2002; Lo, 2010), thus making them more capable and accountable to plan and direct their learning. Keeping a portfolio means students are more disciplined toward their own work. It also coincided with the previous research that compiling the portfolio also helped students to extend their learning approach and explore new learning materials from the Internet, instead of just limiting themselves to learning in the classroom or from textbooks (Lo, 2010).

A study conducted by Ocak et al. (2009) found that teachers, parents and students were of the opinion that portfolio use is prominent in learning, but it is time consuming. In comparison to the paper-pencil test taking place in a short time, portfolio preparation takes more time. They further asserted that students felt comfortable with having a longer time to do their work and show their progress. However, according to Gilman and Hassett (1995) as cited in Ocaket al. (2009), portfolio helps both students and parents to understand the learning process. Parents and students would not be able to interpret marks and academic progress based on one single mark.

2.4.10 Portfolio Contents and its Relevance to Learning

A study conducted by Bahous (2008) explored the use of the portfolio as a sole assessment tool for an upper level language arts course at an English-medium University in Lebanon. The teacher devised a special syllabus based on the teacher/learning of text discourses and other language tasks emphasizing skills to improve the English language of the learners. Only students' portfolios were used to evaluate students' work. The learners worked on various tasks. Learners had to self-reflect on each task, have a one-to-one conference with the class teacher and assign a letter grade to their work. Results indicated that although using only portfolios for assessment purpose was a rather difficult task, it was still more effective than traditional assessment. Working on self-assessment portfolios actively engaged learners in the learning process.

A study conducted by Brady (2001) has shown that portfolios emerged comparatively as an assessment and reporting strategy in New South Wales. The purpose of the study was to ascertain teacher interpretations of the purpose of portfolios, to identify what teachers include as contents, to determine how portfolios are used to assess and report, and to examine the impact of portfolio use on one school's assessment and reporting practices. The study was conducted in two phases: a quantitative study involving a survey and a qualitative study involving a case study of one school. The survey was administered in 64 primary schools in eight non-contiguous school districts selected. The researchers surveyed 950 teachers and 9 teachers were interviewed, each for approximately 45 minutes.

The results indicated that teachers regard portfolios as strategic collections of student work demonstrating the achievement of the outcomes, particularly in English and Mathematics, and that student self-assessment and teacher collaboration in content selection are not yet

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developed. Teachers are significantly more likely to report with portfolios than to assess by them. This can be further explained by teachers' perceptions of it as an instrument of accountability as it provides tangible ways of demonstrating to parents, other teachers and also students the achievement of outcomes. Teachers also made a clear distinction between the portfolio and as a mere collection of student work, and a "strategic" collection of student work. Teachers were significantly more likely to view the portfolio as a strategic collection of student work than just a collection of their work. They also view the portfolio as a means of demonstrating outcomes than just a collection of student work. It was found that another factor that led by the recency of portfolio development is that of teacher determination of portfolio contents. The study indicated that student determination of portfolio was low in discussion/collaboration between teacher and student in selecting work.

2.4.11 Portfolio for writing purposes

Wang and Liao (2008) in their study investigated student satisfaction of portfolio assessment. They reported that students under portfolio assessment experience greater satisfaction in writing class than those under traditional test assessment in terms of instructional objective, instructional material/method, teacher's qualities, class climate/environment, assessment, and overall satisfaction. They also found that students had demonstrated positive responses to the instructional material and method because writing portfolios can serve as a means for interweaving instruction and assessment. Teachers can use portfolio assessment to collect students' data systematically so that they can adjust their teaching strategies or class instructions. The teacher can make good use of portfolios to empower students to take responsibility for their learning process. Hence, the portfolio assessment helped the teacher guide the whole writing class toward learner-centered instruction rather than teacher-centered instruction. Furthermore, the portfolio assessment helped students become much more reflective about their studies.

Al-Serhani (2007) investigated the effect of portfolio assessment strategy to teach and assess performance of EFL third year students enrolled at the 3rd secondary school. The purpose of the study was to determine whether a specific portfolio assessment strategy model was effective in helping students to improve their English writing performance in general and writing product skills and writing processes in particular. Findings indicated a statistically significant increase in the students' use of writing processes as a result of the portfolio assessment strategy. Moreover, a positive correlation between the students' scores (experimental group) scores in the portfolio and their English writing test scores was reported. The findings of the post-administration showed a remarkable improvement in English writing performance of the portfolio group students in general and in the writing product skills in particular as compared with the non-portfolio group. She found a statistically significant increase in the students' use of writing processes as a result of the portfolio assessment strategy. She further added that assessment should be an integral part of everyday teaching practices involving students.

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2.4.12 Portfolio for Continuous Assessment

Chan et al. (2010) explored students' and teachers' perceptions of using portfolio as an assessment tool in English as Second Language (ESL) classrooms. A qualitative case study method was carried out in their study in order to learn about portfolio assessment in ESL writing classrooms within the selected population. Ten ESL teachers were involved with the integration of portfolio assessment process in their classes and asked to answer the questionnaires. From the interview conducted with two selected teachers, the positive outcomes of using the portfolio assessment and challenges in using it were identified. Teachers reported that they had more fun ways of carrying out the teaching and learning process in their ESL classroom.

Tahriri, Sabet & Aeineh (2014) investigated the effect of portfolio assessment on idiom competence of Iranian EFL learners. Thirty students from upper-intermediate level of English proficiency took part in this study. They were chosen through convenience sampling from a language institute in Rasht, Iran. They were randomly divided into experimental and control groups. The experimental group was intended to create a portfolio and put their writing samples, in which idioms were used, in the portfolio. They were involved in the process of self-and-peer assessment. The teacher also provided them with feedback and comments. However, the control group received a kind of traditional instruction. In other words, the control group used the idioms in their writing without receiving any comments and delivered it to their teacher to be scored. The treatment lasted for ten sessions and a post-test was administered in the end. Independent samples t-tests were used to analyze the data gathered from the pretests and the posttest. The findings indicated that there was a statistically significant difference between the two groups in terms of idioms and portfolio was found to be able to improve students' knowledge of idioms. The findings of this study revealed that using portfolio, as a kind of alternative assessment, may help students to overcome their problems in writing and may enhance their learning in a period of time.

Berimani and Mohammadi (2013) in their study investigated the effect of portfolio assessment on vocabulary learning of Iranian intermediate EFL learners and reported similar findings with Tahriri, Sabet & Aeineh (2014). Both studies concluded that using portfolio as an alternative assessment improves learners' vocabulary learning. A study conducted by Khodashenas, Kishani Farahani and Amouzegar(2013), on the effect of portfolio keeping on the improvement of advanced EFL learners' writing ability revealed that the portfolio assessment had a positive effect on learners' overall writing and their achievement in terms of focus, elaboration, organization and vocabulary.

Ghoorchaei, Tavakoli and Nejad Ansari (2010) investigated the effect of portfolio assessment on essay writing. The researchers conducted semi structured interviews in order to find out students' views about portfolio assessment. Four students with higher writing scores and four students with lower writing scores were selected to participate in the interview. By analyzing transcription of the interviews, three different themes were identified, namely writing achievement, use of reflection and awareness of writing. The results of quantitative data analysis revealed that portfolio assessment had a positive effect on the participants'

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achievement in their overall writing ability as well as their achievement in sub-skills of focus, elaboration, organization and vocabulary. The findings of this study is also in line with Tahriri, Sabet & Aeineh (2014) findings that portfolio provides opportunities for the learners to assess themselves regularly. Teachers can introduce portfolios in their classes to help students be aware oftheir learning process.

In their study, Hosna & Ghabanchi (2014) highlighted the humanistic-transformational perspectives via portfolio assessment which offers a conceptual framework for teaching and assessment. Their study explored the effect of portfolio assessment on EFL learners' reading comprehension ability and motivation in the context of Iran. A quasi-experimental design comprising the pretest-treatment-posttest paradigm was employed. A self-report assessment was also utilized to increase the credibility of the motivation test. The result obtained from Mann Whitney U tests and t-tests revealed that portfolio assessment as a constructivist strategy empowers participants' reading comprehension and motivation. The study discussed and used the constructivism theory of how teachers can employ alternative assessments in order to offer the learner's cognitive and affective feedback. Altinay et al. (2008) claim that a portfolio as a constructivist strategy enhances the learners' transferable skills so that the learners can use the skills such as reflection, critical thinking and assessment more professionally in the real life situation. Nowruzi and Nafisi (2010), examined the influence of portfolio assessment on Iranian students' skills, highlighted the positive effect of portfolio development of concept map on improving the learners' language ability. The background of the study is similar to Malaysian context as the traditional testing culture is still prevalent in English classes. To alleviate the problems inherent in this regime, teachers can gain a wealth of information via alternative assessments. According to Brown (2004), the alternative assessments such as portfolio assessment might foster humanistic and constructivist atmosphere in language learning and teaching. The findings of this study have a significant effect on the participants' reading comprehension ability. Concerning the students' motivation in reading comprehension classes, the result of Mann-Whitney u test, comparing the performance of the two groups on the motivation questionnaire, revealed that the experimental group's motivation was importantly higher than the control group. The self-report instrument also illustrated the same result and the students reported that portfolio assessment promoted their motivation toward reading comprehension classes. It can be concluded that portfolio assessment has a positive effect on their reading comprehension and motivation. Thus, portfolio assessment could be regarded as a tool (Vygotsky's terminology) in enhancing reading ability and motivation of the participants. The fact is that portfolio assessment could affect both psychological and cognitive ability. In this regard, motivation and reading comprehension were concerned as they are very important variables in academic.

Portfolio assessment fosters collaboration, learners' agency and autonomy that may contribute to enhancing motivation and language learning (Hosna & Ghabanchi, 2014). The other merit of portfolio-based instruction in teaching reading comprehension is that students can reflect on their own artifacts (Hosna & Ghabanchi, 2014). It can also improve their transferable skills such as reflection, critical thinking, cooperation and assessment (Altinay et al., 2008; Keshavarz, 2002; Tsagari, 2004) settings. Additionally, motivation was evaluated in reading comprehension classes. In brief, the findings of this study corroborate Yang (2003), Brown and Hudson (1998); Porter and Cleland (1995) who claim that portfolio

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assessment is influential in the English as a foreign language/EFL context. It is also in line with Crosby (1994, in Nezakatgoo, 2011), who highlights the significant role of PA in promoting motivation.

2.4.13 Portfolio for learning accountability

Educational portfolios allow students to think critically, and also become active, independent and self-regulated learners (Bergman, 1994). Such portfolios reflect authentic student learning (Klenowski, 1998). Students are actively engaged in their work and they understand the purpose of doing it. They are able to develop their ability to self-assess and thus understand their strengths and weaknesses. They can then correct themselves, improve and eventually succeed in their work. The use of portfolio promotes feedback during the learning process specifically during conferences with the teacher.

Students are also required to reflect on what they have learned, the problems faced in learning, and strategies they would take to improve their learning. They could do this with the collaboration of their teacher or peers. Mokharti and Yellin (1996) found that the majority of their elementary education candidates reported that the use of portfolio assessment promoted more collaborative learning (86%), increased student reflection (71%), and aided in the establishment of a psychologically secure environment in the classroom (63%). During a study in Hong Kong, Klenowski (2000) observed the following trends in the reports of pre service teachers who developed a portfolio: a) an impact on the development of presentation, questioning, and teaching skills; b) increases in self-evaluation skills; and c) improvements in independent learning. In addition to the benefits for candidates, Klenowski reported that portfolio assessment might also benefit course instructors. The use of portfolio assessment not only influenced the pedagogical skills of pre service teachers in his study, but the pedagogical and reflective skills of the instructors in the program were also improved. Dollase (1996) noted that the use of portfolios can also enable future teachers to improve skills such as organization and self-monitoring, but, they must be used effectively.

2.4.14 Electronic Portfolio

The advent of technology in the educational field has brought in electronic portfolios. Today, computers are utilized for storing portfolios because they can effectively store huge quantities of content and they can support and guide the portfolio process (Wade, Abrami & Sclater, 2005). An e-portfolio is an organized compilation that demonstrates knowledge, skills, values, and/or achievements and that comprises reflections or exegesis which articulate the relevance, credibility, and meaning of the artifacts presented (Love & Cooper, 2007). E-portfolios have been shown to be a valid way to record student progress, encourage greater student involvement in the learning process, display work samples, and provide a method of learning outcomes assessment and curriculum evaluation (Buzzetto-More, 2006). Buzzetto-More (2010) conducted a study on a group of students in an institution that examined the implementation of an electronic portfolio project used for summative assessment. The findings revealed that the portfolio project helped students better understand learning goals, think about what they have learned in college, and reflect on the knowledge and skills they have developed. The students agreed that e-portfolios encouraged them to

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think critically about what they have learned and at the same time the students also shared about the drawbacks of student portfolios which were time consuming, difficulties with system usage or a lack of guidance and problems with locating resources/artifacts. Hung (2006) implemented an electronic portfolio project for one semester on an EFL class of 39 graduate students in Taiwan. The research findings revealed that the learners perceived electronic portfolios as a learning and assessment tool, specifically for raising meta-cognitive and affective awareness and providing multi-dimensional perspectives on evaluation.

2.5 Summary

This study is perceived from the social constructivist point of view that is further strengthened by aspects of learning for better assessment in the classroom. By having this view as the foundation of my study, I hope to see how portfolio assessment assists ESL teachers in assessing students' learning in the classroom. The next chapter will present the research design, methodology and data analysis of the present study.

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CHAPTER III

METHODOLOGY

3.0 INTRODUCTION

This chapter is aimed at discussing the research design, procedures and methods proposed to address the research and its research problems. The main purpose of this study is to understand and investigate ESL teachers' implementation of portfolio as an assessment tool in the classroom. This study is specifically concerned with the ESL teachers' implementation of portfolio as an assessment tool in the classroom, effects of portfolio assessment on ESL student learning, factors that influence implementation of portfolio as an assessment tool and to propose a model of portfolio assessment based on the techniques ESL teachers use in implementing portfolio as an assessment tool. The procedures that would be employed to achieve the purpose of the study are described in the following section. The descriptions would include the research design of this study, the rationale for adopting a qualitative study, the selection of participants, data generation, multiple sources of data collection, explain the framework of the study and the strategies to elicit data, and ethical issues and ways to address them, strategies employed to establish trustworthiness and finally, details the process of data analysis.

3.1 Research Design

The study was a qualitative one as it was an attempt to understand human experience. Qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. This ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood (Baxter & Jack, 2008).

According to Yin (2003) a case study design should be considered when: (a) the focus of the study is to answer "how" and "why" questions; (b) you cannot manipulate the behaviour of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context. The case is defined by Miles and Huberman (1994) as, "a phenomenon of some sort occurring in a bounded context. The case is, "in effect, your unit of analysis" (p. 25). For this study, a case study was chosen because the case was the implementation of portfolio as an assessment tool by the ESL teachers, more specifically the implementation and classroom settings. It was in these settings that the implementation of portfolio as an assessment tool by the ESL teachers were developed and utilized. It would have been impossible for the researcher to have a true picture of the implementation of portfolio as an assessment tool by the ESL teachers without considering the context within which it occurred.

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This study employed a case study design which was descriptive in nature and the focus was on a natural setting which was the classroom. It was interested in the meanings, perspectives

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and understanding by investigating the implementation of portfolio as an assessment tool by the ESL teachers in the classroom.

To reiterate, this study aimed at investigating how ESL teachers implement the portfolio assessment in the classroom in a qualitative manner. Merriam (2009) stated that the qualitative method offers greater opportunities for conducting exploratory and descriptive research that uses the context and setting to search for a deeper understanding of the person being studied. The learning context is the Malaysian Secondary School classroom. This will provide the scope of study which will direct the researcher into understanding and investigating the implementation of portfolio as an assessment tool, the role of teachers in motivating students to participate in the portfolio assessment process, portfolio activities in the form of worksheets that will be graded, and classroom discussions that encourage interaction among students leading to meaningful constructive knowledge and, the concept of social constructivism in using portfolio as an assessment tool.

Carrying out research in classrooms reveals the relationship that exists among the artifacts that provide rich information about the implementation of portfolio as an assessment tool in the class. The artifacts depend on the classroom events that take place. This study utilizes the classroom as the context for the purpose of collecting data specifically about the teachers' implementation of portfolio as an assessment tool in a social setting specifically for their students to bring about effective results in learning. The implementation of portfolio as an assessment tool takes place inside the social context which is the classroom; therefore by using the classroom as the social context, it permits an in-depth inquiry into the organization of the classroom as ecology itself (Allright & Bailey, 1991). This is supported by researchers in portfolio assessment who proposed qualitatively, sufficient evidence can be found showing the richness of data established in an organized manner in classroom. Few can argue that richness of the description of qualitative description can generate an understanding of the phenomenon. This is evidently important as assessment is a result of the instructional dimension, in other words, the complex and dynamic nature of the social world means that is unfeasible to make an absolute claim of a phenomenon as there are many factors operating within it (Taylor & Bobbitt, 2005). It is also quite impossible to say that there is one single truth as doing this would deny the diversity of viewpoints and experience of other people (Said, 1978). Therefore, this study acknowledges multiple truths and multiple realities. Truth claims cannot be checked as accounts of the world not only include the records that already exist but keep on changing and reconstituting what they aim to describe. Hence, the knowledge gathered by the study is partial, situated and relative (Taylor & Bobbitt, 2005). This provides a strong basis for investigating the implementation of portfolios as an assessment tool in an attempt to answer the following research questions:

1. How has portfolio assessment been implemented in the teaching and learning of ESL in Malaysian classrooms?

2. How do ESL students respond to portfolio assessment that is being used in the classroom?

3. What are the factors that influence the ESL teachers to use portfolio assessment for the teaching and learning of ESL in Malaysian classrooms?

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4. What portfolio assessment models would be appropriate in implementing portfolio assessment for the teaching and learning in Malaysian classrooms?

Thus, by investigating the implementation of portfolio as an assessment tool in secondary school classroom validates the constructs of this study which is to understand and investigate the implementation of portfolio as an assessment tool, students' response toward portfolio assessment and models teachers use to implement portfolio assessment and to describe the learning process as it occurs within the social constructivist learning theory.

This study is perceived from an emic perspective that honors the work of members of a group, rather than judging the actions from an etic or an outsider perspective (Green & Nixon, 2002; Merriam, 2009). The design is based on a socially constructed knowledge perspective or social constructivism (Stake, 1993 & Yin, 2003) paradigm. This paradigm "recognizes the importance of the subjective human creation of meaning, but doesn't reject outright some notion of objectivity. Constructivism is built upon the premise of a social construction of reality (Searle, 1995). One of the advantages of this approach is the close collaboration between the researcher and the participant, while enabling participants to tell their stories (Crabtree & Miller, 1999). Through these stories the participants are able to describe their views of reality and this enables the researcher to better understand the participants' actions (Lather, 1992; Robottom & Hart, 1993). This is supported by Creswell (2007), who states that the participants develop subjective meanings of their experiences – meanings subjected to certain objects or things. Participants in this social context (classroom) constructed reality, which is through the implementation of portfolio as an assessment tool by the ESL teachers and expressed them in a variety of symbols and languages based on what they encountered within the classroom. Hence, in the context of this qualitative case study, reality to the participants (students) comprises of all the elements which are the implementation of portfolio as an assessment tool in the classroom, and their experiences in using the assessment and how teachers use this assessment to improve their teaching. Henceforth, the aim of this research design is then to understand (or interpret) the meanings constructed by the students about the world (portfolio assessment) that provide the context of their experiences. It does not seek to find the connections of the variables contributing to the context in statistical method; instead it attempts to supply the rich description of the social settings through description (Blumer, 1969).

Case study, in its true essence, explores and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships. Yin (1984, p. 23) defines the case study research method "as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used." It is a detailed examination of one setting, or a single subject, a single depository of documents or one particular event (Merriam 1998; Stake 1994; Yin 1989). The framework of the research design was put into implementation by using the case study approach. A case study focuses on just one instant of unit or subject under study and in this context, the implementation of portfolio as an assessment tool in the classroom. It does not look at a spectrum of educational process as a whole instead; it focuses at the core of the

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matter which is implementing portfolio as an assessment in the classroom. By using this approach, the researcher attempts to 1) provide in-depth description of the implementation of portfolio as an assessment tool 2) to draw an understanding from multiple sources of data as the classroom is a naturalistic context that represents what is depicted in the classroom via the implementation of portfolio as an assessment tool by the ESL teachers.

Merriam (2009) argues that the purpose of a case study is 'not to represent the world but the case', and 'defined by the interest in the case not by methods of enquiry.' Therefore, a case study is not sampling research; that is posited by major researchers in the field, including Yin, Stake, Feagin and others. What this means in the context of this study is the setting for the case which is the implementation of portfolio as an assessment tool by the ESL teachers in the classroom is natural and not superficially imposed by the introduction of certain variables that are manipulated or imposed so that certain measures can be recorded. According to Yin (1989), a case study looks at the case as a naturally occurring phenomenon. As such it allows a microscopic look into the relationships and processes of the event that take place within the social setting. These account to investigating and understanding the conceptualization of portfolio as an assessment tool, as defined by Jarvis et al. (1998) and relating the evidence available in the classroom to the educational philosophy of the secondary school. The case study approach was adopted based on the following strengths: a) the types of questions to be answered, b) the extent of control over behavioral events, and c) the degree of focus on contemporary as opposed to historical events. Based on these strengths, the researcher used case study research design because it is an empirical enquiry which investigates a phenomenon in real contexts employing a variety of evidence from different sources, such as documents, artifacts, interviews and observation, and this goes beyond the range of sources of evidence that might be available in historical study. The essence of education in this context asserts that human learning occurs primarily through a socially interactive process. Henceforth, the case study approach was adopted for this study based on the following strengths (Denscombe, 2001).

1. It allows the researcher to observe subjects within her environment, the subtleties and intricacies of complex social situations. The examination of the data is most often conducted within the context of its use. Relationships and social processes are central to the understanding and hence, it allows for holistic analysis, rather than based on isolated factors.
2. It allows the use of variety of research methods. The complex reality embedded in the social context can best unraveled by using multiple methods.
3. It encourages the use of multiple sources of data which facilitates the validation of data through triangulation
4. It is particular suitable where the researcher has very little control over events. The main concern of the inquiry is to understand the case under study as naturally as it comes thus, there is no pressure on the researcher to impose controls or to change the circumstances. In sum, the design of this case study is best represented by funnel approach (Bogdan & Biklen, 2007). It starts from a broad exploratory beginning, then moving to a more directed plan or focus.

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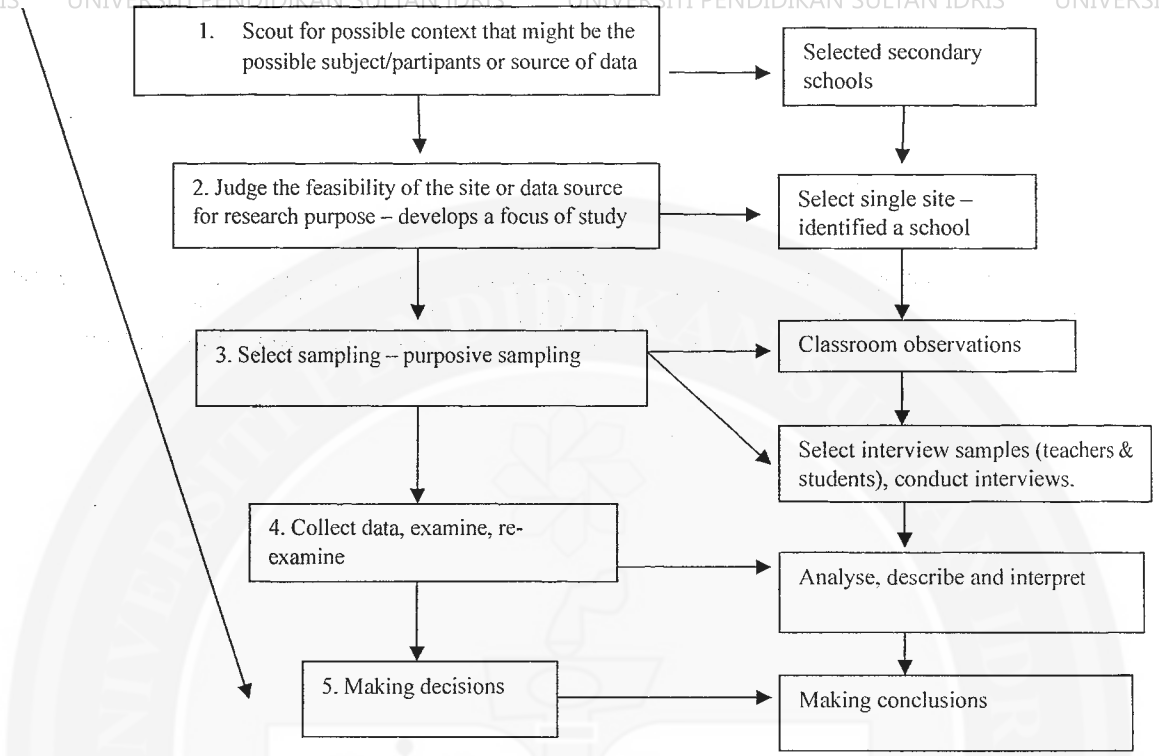


Figure 4: Design of a case study: A funnel approach

Figure 4 shows the research design for this study conceptualized by the researcher as a guide to gather data. In a qualitative research, the setting and the people are dynamic; data collection is probably done in creative ways to so there is no fixed or same way to get the evidence of data. However, the design is useful for the purpose to excavate a single social context which is the implementation of portfolio as an assessment tool in the classroom to elucidate the micro processes found within the social interaction. It tries to provide an exacting description of an event or a social setting which is the implementation of portfolio as an assessment tool.

To reiterate, following are the research questions pertaining to this study:

Research Question 1

How has portfolio assessment been implemented in the teaching and learning of ESL in Malaysian classrooms? To answer this question, data from teacher's interviews and classroom observations were analyzed and interpreted. The interview was a semi-structured interview designed to elicit detailed information pertaining to describing how portfolio was used amongst students, for example, by looking at the procedures involved in developing the portfolios. This will also answer some questions pertaining to why and when such procedures were used.

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Research Question 2

How do ESL students respond to portfolio assessment that is being used in the classroom? To answer this question, data from student's interviews, student's self-reflections and student's portfolios were analyzed and interpreted. These portfolios were the students' work, amassed over a period of time (officially, it is for one year learning school calendar). The contents of portfolios were used to explain and describe the activities while preparing the portfolios, the types of activities that took place and what were the means or ways used to produce the activities or learning tasks.

Research Question 3

What are the factors that influence the ESL teachers to use portfolio assessment for the teaching and learning of ESL in Malaysian classrooms? To answer this question, data from teacher's interviews were examined and interpreted to look at the factors that influence teachers to use portfolio for their students.

Research Question 4

What portfolio assessment models would be appropriate in implementing portfolio assessment for the teaching and learning in Malaysian classrooms? To answer this question, data from the teacher's interviews and classroom observations, teacher's individual portfolios were used to examine, analyzed and interpret.

The portfolio assessment model proposed in the study did not intend to postulate a theoretical account from the data because this study is concerned with the context or situated action of implementing portfolio as an assessment tool in the classroom to gain an in-depth understanding of the assessment process (situation) from the ESL teachers' point of view (meaning). The interest of the study was in the process rather than outcomes, in context rather than a specific variable, and in discovery rather than confirmation. It is through this understanding (Merriam, 2009) that the researcher is able to explain the implementation of portfolio as an assessment tool by the ESL teachers and the portfolio assessment model emerged based on the ESL teachers' instructional processes and procedures in implementing portfolio assessment. The model proposed was aimed at empowering future teachers who wish to use portfolios for their students and also for researchers who intend to do an in-depth and extensive research to extend their field of expertise in portfolio assessment. The model which is more descriptive in nature serves as a guideline for teachers to implement portfolio assessment simultaneously into their teaching to bring about effective students learning. The purpose of proposing a portfolio assessment model in this study was also to initiate a set of recommendations for ESL teachers who were concerned with monitoring and improving the language development of ESL students. The model proposed outlined the processes and procedures the teachers selected during the instruction. The portfolio assessment model was developed based on the nine ESL teachers' instructional processes and procedures which were then transformed into descriptive models of teaching for teaching, learning and assessment. The portfolio assessment model is descriptive in nature and was generated by the

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teachers which were based on their observations and experiences with the students in the particular groups under study.

3.2 Sampling and Participant Selection

a) Sample selection

In deciding the sample population for this study, the researcher had identified the individuals and sites. The need to gain access to the individuals and sites are central in a qualitative study thus, purposive sampling was used to in order to develop an in-depth study aimed at understanding the phenomenon.

b) Teachers

In this study, ESL teachers who were familiar with the implementation of portfolio as an assessment tool are the teachers who have experienced the process of assessment specifically to track students' learning in the classroom. Their unique experiences will contribute to the understanding of the essence of the phenomenon as it reveals through the portfolio implementation, their experiences in carrying out the portfolio assessment process and the techniques they use in facilitating the portfolio implementation to develop a model of portfolio assessment. Participants were purposefully selected through "snowball" or "chain" sampling (Patton, 1990). This approach "identifies cases of interest from people who know, that cases are information rich, that is, good examples for study, good interview subjects" (Patton, 1990, p. 182). For this study, a snowballing sampling technique was employed to choose the participants. This technique was seen most suitable because the researcher cannot determine which teachers have carried out portfolio assessment. The snowballing sampling technique involves asking a participant to refer the researcher to other participants (Merriam, 1998). According to Bogdan and Biklen, 1982; Lincoln and Cuba, 1985; Merriam, 1998, the sample in a qualitative study tends to be small and the selection of the participants is purposive. The assumption with purposive sampling is that "the researcher wants to discover, understand, and gain insight and therefore must select a sample from which the most can be "learned' (Merriam, 1998, p.61). In this study, the variability of the theoretical sample also took into consideration the different ethnic groups: Malay, Chinese and Indian in Malaysia. Nine ESL teachers ranging from the age 34 to late 48, with a mean of 39 years were selected from two different districts in Perak and Selangor, teaching different levels of students in secondary schools. The nine teachers were selected based on the willingness to participate in the study. Furthermore, the 'snowball' or 'chain' sampling (Patton, 1990) was deemed most appropriate because the researcher cannot determine which individuals had experience in implementing portfolio as an assessment tool. All of them have indicated implementing portfolio as an assessment tool before as a result of improving students' learning. The reason for choosing two different states was to ensure that the focus of the study remains reasonable in scope. Yin (2003) and Stake (1995) have suggested that placing boundaries on a case can prevent this explosion from occurring. Thus, the researcher selected the two states due to the reasons: the case was bind by (a) time and place (Creswell, 2003); (b) time and activity (Stake, 1995; and (c) definition and context (Miles & Huberman, 1994).

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Teachers were selected based on snowball sampling information as they provided crucial on the use of portfolio as an assessment tool based on their teaching experience. This was done via formal interviews with them. As an important figure in the classroom, teachers are responsible in carrying out the instructional goals of the national school curriculum. Selection of the teachers was based on personal and official contact. The personal contact was a recommendation by a colleague who was working at the same school with the teachers. The official contact was attained by an official letter to The Educational Planning and Research Department (EPRD, State Education Departments (Perak & Selangor), District Education Office (Perak & Selangor) the school authority personnel, the school principals and the school teachers) refer to (Appendix A). A caveat in doing the selection was that it was not easy to get the teachers to participate as respondents. Those who were willing to participate did it voluntarily; they were the ones with the experience of using portfolio as an assessment tool in their teaching and had provided sufficient data for the purpose of getting some information. Thus, after examining the reality of the situation, the researcher accepted the sample that was available and began the selection based on their wide experience being a teacher in the school, and their knowledge on implementing portfolio as an assessment tool. Table 5 shows brief information on the selected teachers for this study.

Table 2 Breakdown of teacher sampling

Location of school	Number of English Teachers	Years of Teaching Experience	Gender	Age
Kuala Lumpur	6	Teacher A (7)	F	34
		Teacher B (20)	F	46
		Teacher C (8)	F	32
		Teacher D (15)	F	34
		Teacher E (15)	F	34
		Teacher F (7)	F	32
Perak	3	Teacher G (25)	F	48
		Teacher H (16)	F	42
		Teacher I (20)	F	47

The teachers were exposed to portfolio assessment when they undertook teacher training organized by the Ministry of Education. In general, the secondary school teachers were all well-trained in their subject area which is English. The first teacher was a female teacher who has taught English for seven years. She is one of the main informants or the key person who provided detailed information about the students in the school. A key informant in field research is defined as someone with whom the researcher developed a relationship and who

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tells about, and informs on the field (Dean et al., 1967). She was selected as a key informant was based on the following characteristics (Bogdan & Biklen, 2007; Neuman, 2007).

1. The informant is totally familiar with the culture and is in position to witness significant events.
2. The informant is currently involved in the field and thus provides useful insights.
3. The informant can spend time with the researcher and is available for interviewing.
4. The informant is an expert in her own field.
5. The informant is committed to a common goal with the researcher.
6. The informant has a firsthand knowledge of the subject.

The teachers selected for this study were exposed to teaching techniques, assessment methods, and materials preparation for assessment. The teachers had consulted other teachers who have implemented portfolio assessment for other subjects such as Geography, History, Science, and Living Skills in order to equip themselves with some relevant information pertaining to portfolio. Although their knowledge on this was not tested directly, inferences were made based on the formal interviews the researcher had with them about their method of teaching in the classroom and their understanding of the curriculum or syllabus.

c) Students

In this study, there were three groups of students with different ages who participated from Perak and Selangor. They were Form 1, Form 4 and Form 3 students. The students comprised three classes of thirty-five form four students (16 years old), five classes of forty students who were form one students (thirteen years old) and a class of thirty-two form three students (thirteen years old) from two selected secondary schools. Table 3 on the following page shows brief information on the selected students for this study.

Form	Age	State
Form Four (Group 1) - 5 students	Sixteen years old	Selangor
Form Four (Group 2) - 5 students	Sixteen years old	Selangor
Form Four (Group 3) - 5 students	Sixteen years old	Selangor
Form Three (Group 4) - 5 students	Fifteen years old	Selangor
Form One (Group 5) - 5 students	Thirteen years old	Selangor
Form One (Group 6) - 5 students	Thirteen years old	Selangor
Form One (Group 7) - 5 students	Thirteen years old	Perak
Form One (Group 8) - 5 students	Thirteen years old	Perak
Form One (Group 9) - 5 students	Thirteen years old	Perak

Table 3: Brief information on the selected students

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There were two groups of science classes and the group of students selected for this study was in the first group. Since the classes at the school were streamed according to PMR (PMR or Lower Secondary Assessment) examination results, this implies they were academically competent. Most of them obtained A in all the seven subjects they sat for this examination. There were two reasons why Form Four, Form Three and Form One students were selected as sample for this study. First, accessibility as they were available for involvement in the study. Second, the students had used portfolio before and thus had the past experience. Moreover, their class teacher was the researcher's key informant and she was willing to give the researcher the support needed for carrying out interviews and meetings. The next logical step was to create a profile of the students based on the information gathered from the key informant. This profile serves as an internal validity of the sample.

1. Students in Form Three were exposed on how to use the portfolio as they have to submit their individual portfolios to the school for other subjects such as Geography, Science, History and Living Skills. As for the Form Four students, they have some experience preparing portfolios for their Science subject. Based on the students' experience and exposure in using the portfolios, the English language teachers introduced portfolio as an assessment tool to these students to facilitate learning in the classroom.
2. Students in Form One were taught how to use portfolio due to the introduction of school-based assessment. They were taught how to use the portfolio; thus it was inferred that their portfolio experience was useful in enhancing their learning.
3. They came from various social and educational backgrounds which provide 'rich' data for the study. Each student brought in their own pattern of ideas, understanding and thoughts into the learning. Creswell (2007) called this multiple types of information provided by the subjects or participants which was unconstrained by the researcher's perspectives.
4. They were selected based on their previous examination results which benchmark their academic performance. As for students in form One and Form Three, their UPSR results were used and as for the Form Four students, their PMR results were used. This gave the researcher some background knowledge in making inference about the students' overall academic performance In English language.

3.3 Research sites

Physical location refers to the geographical area of the school. This includes the town or district where the schools were situated and also the location of the buildings at the schools. The selected schools were located in Ampang, Selangor a sub-urban area and Tanjong Malim, Perak, a semi-rural area.

School A: Ampang

Selangor is one of the 14 states in Malaysia, located on the west coast of Peninsular Malaysia, covering 8,000 square kilometers. It is bounded on the north by Perak, on the east by Pahang and Negeri Sembilan, and on the west by the Straits of Malacca. Ampang is a historic town and district of Selangor, in the Titiwangsa constituency, is a sub district of Hulu Langat, partly located in the state of Selangor, Malaysia and was historically a tin mining

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town. Its area in Ampang Jaya is identified as being along the Ampang Road. Ampang is located in the south of Selangor. The selected school was established in this district in 1999. It was officially opened on fourth January 1999 with 287 students and 9 nine teachers. The school had its population of secondary school students ranging from secondary one (13 years old) to secondary five (17 years old).

3.3.1 Historical location (School A, Ampang)

The school magazine 'Karisma" published in 2004 to 2005 was useful secondary data for reference in providing the researcher with historical background of the school. The school has undergone many changes since its establishment. It was built in 1999 as part of the Third Malaysian Plan (RMK-3) under the project of Ministry of Education schooling projects and three years later, the new school was ready to receive its first batch of new students. In its first year, the school had two teaching sessions in the morning and also in the afternoon. The school started with nine teachers and three blocks of four-storey classrooms, one block of two-storey living skills workshop, a canteen and one block for home science subject. At the time this study was conducted, there were seventy two teachers and two new blocks to accommodate the students.

(School B, Tanjong Malim, Perak)

The school magazine "Impetus" published in 1942 was useful secondary data for reference in providing the researcher with historical background of the school. The school has undergone many changes since its establishment. It was built in 1940. In its first year, the school had two teaching sessions in the morning and also in the afternoon. The school started with six teachers, two hundred forty students, seven classrooms and a canteen. At the time this study was conducted, there were eighty two teachers, one thousand one hundred and thirty-three students and forty-five classrooms to accommodate the students.

3.3.2 Social location of School A

Social location of the school implied the school role and status of the school in the society, and the students' social and economic growth. Regular visits to the school had provided the researcher with useful information pertaining to the social establishment of the school. As an educational locale, it has gone through academic status from being a grade B school to a grade A school. A good school is always challenged to having equipped the minds of their teachers with good journals and reference books.

In terms of demographics, the Malay students predominantly populated this school. Other ethnic groups that made up the population were Chinese and Indians. This same demographic information applied to the teacher population. Ampang Jaya, the town where the school was located, was populated by mostly Malays; hence this contributes the demographic makeup of the student population at the school. This school was a mixed school comprising girls and boys from the age ranging from thirteen to seventeen. Information regarding the social status at this school was traced by the physical location of the school. Since this school is situated near established colleges, business center and industrial parks, it was presumed that most

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teachers came from academic, businesses, and industry job related socio-economic background.

3.3.3 Institutional location (School A & School B)

All schools in Malaysia are under the administration of the Ministry of Education. Each state has its own school division and the school selected for this study is an educational organization under the management of the State Education Department Division. The teaching and non-teaching staffs, schooling policies and procedures are under this division's responsibilities and jurisprudence. In sum, using sound criteria for selecting sample and site can be complex however, for this research, the researcher was guided by Berg's (2007) criteria in selecting the sample and sites for this study as they present the setting and population appropriateness. The criteria are as follows:

1. The entry or access (to the setting) is possible.
2. The appropriate people (target population) are likely to be available.
3. There is a high probability that the study's focuses processes, people, programs, interactions, and structures that are part of the research question(s) will be available to the researcher.
4. The research can be conducted effectively by an individual or individuals during the data collection phase of the study.

Social location of School B

The students involved in this study from school B are from a semi-rural school in the state of Perak. The school is situated on the border of two states: Perak and Selangor. It is located about 500 meters away from the teacher education university. It is a B type of school, which means that the total number of students for the whole school population is less than 1,000. It is a two session school that begins from 7:30 in the morning and ends at 13:10 for the upper secondary. The afternoon session starts at 1:10 for the lower secondary. The learners are of a mixed group, Malay, Indian, Chinese, and Punjabi. They come from different religious backgrounds such as Christian, Sikh, Islam and Buddhist. The majority of them are from the middle socio-economic status group. For the Malays, their parents are either civil servants or shopkeepers; the Chinese parents are mostly businessman, the Punjabi parents are lorry drivers and the Indian parents are mostly factory workers, taxi drivers and also shopkeepers. The main language used in the school is *Bahasa Melayu* (Malay language). Other languages are also used when the students communicate with each other and this differs according to the students' ethnic background. Despite the fact that officially English is the second language the nation, it is only used in the English classroom.

3.5 Data collection method

Miles and Huberman (1994, in Creswell, 2003) posit four aspects of data collection procedures. They are as follows:

1. The setting (where the research will take place)
2. The actors (who will be observed or interviewed)
3. The events (what the actors will be observed or interviewed doing)

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4. The process (the evolving nature of events undertaken by the actors within the setting)

The above aspects of data procedures were referred as a guideline in the procedure of this study. The explanation is as follows:

1. The setting (where the research will take place)

The setting focuses on a single unit which is the implementation of portfolio as an assessment tool in the ESL classroom. The classroom was selected because it exhibits features that interest the researcher, for example, the teacher had been teaching for more than eight years and their experience in implementing portfolio as an assessment tool will provide a rich information on how they implement the assessment process. The teachers were exposed to portfolio assessment during their teacher training and the teachers sought assistance of the other subject teachers at the school and as a result of that; the teachers were well-versed with the knowledge and implementation of portfolio as an assessment tool.

2. The actors (who will be observed or interviewed)

Both the teachers and students were the main actors in this study. The teachers were observed because it was crucial to look at the how they implemented portfolio assessment in the classroom. At the same time, the teachers were interviewed to gain some information of their actions while implementing portfolio assessment in the classroom. The teachers had the experience implementing portfolio as an assessment tool in the classroom and students were quite informed about the use of portfolio as an assessment tool for their learning. This was because all the students have had the experience of using it when they were in Form 1 (school-based assessment, Form Three (portfolio projects for Geography, History, Science & Living Skills) and Form Four (portfolios for Science subject). The implementation of portfolios as an assessment tool for learning is not uncommon amongst teachers at the secondary schools and these selected teachers from the two schools had implemented and used portfolio for their students. The students were also observed when the researcher observed the teachers' implementing portfolios in the classroom. The students were interviewed for the purpose of eliciting information about the effects of using the portfolios as an assessment tool on their learning and how has portfolio improved their learning as well. Specifically the purpose of the interview was to get the students describe what take place when they use the portfolio for learning.

3. The events (what the actors will be observed or interviewed doing)

The events refer to the implementation of portfolio as an assessment tool by the ESL teachers that took place in the classroom. This constitutes an important aspect of their teaching and assessment experience. The teachers were aware of this experience as they were informed about the classroom observations and interviews on how they implemented and responded towards the use of portfolio as an assessment tool. The observation was basically to scrutinize how they implement portfolio as an assessment tool and the process involved while assessing it. The interview was a reflection on what the teachers have done and why they have implemented it. As for the students, it was important to know what their individual

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portfolio entails. Using portfolios as a reflective tool is increasing (Barret, 2001; Bartell, Kaye,& Morin, 1998; Burke, 1997; Wolf & Dietz, 1998). The portfolios are capable of transforming artifacts into evidence of learning which is possible when the students engage in reflections. Barrett (2000); Burke (1997); Wolf (1989) define reflections as "captions or small statements and explanations that are used to give voice to the various artifacts that are collected in the portfolios" (Johnson et al. 2006). Reflections can be derived from simple captions of two or three sentences that are used to identify an artifact, its source, and its purpose and extend to elaborations, explanations and definitions of the artifacts role in the portfolio.

4. The process (the evolving nature of events undertaken by the actors within the setting)

The implementation of portfolio as an assessment process takes place in the classroom. As the portfolio is designed based on the learning outcomes from the syllabus, all the work that can be expected to be found in the portfolios reflects the syllabus. This also shows the validity of the work when by what has been learned in the classroom is documented in the portfolios. In other words, artifacts about learning are made visible for understanding. Thus, this describes the kind of learning that has taken place in the classroom and the process it entails. It is pertinent at this juncture to also consider Creswell's notion of data collection (2007). He asserted that in the data collection method, there should be some kind of systematic procedural elements where the researcher should focus on setting the boundaries for the study, collecting information through unstructured (or semi-structured) observations and interviews, document analysis, and visual materials, as well as establishing the protocol for recording information. For this study, the researcher has already set the boundary of the study which is the implementation of portfolio as an assessment tool in the ESL classroom, using semi-structured interview and classroom observations to elicit data from the respondents, analyzing some documents pertinent to the study.

The data gathered in this study is divided into two; primary and secondary data. The primary data comprised the classroom observations and interviews conducted with the selected teachers and students and the portfolios which are the accumulated work gathered over a period of time. The secondary data were collected to support the primary data comprised the researcher's field notes, the students' reflections on the portfolios and relevant documents relating to the schools and teachings such as school magazine (for historical biography) and the classroom syllabus (Form one, Form 3, & Form 4) to support the primary data.

This current study uses multiple methods of inquiry within the context of qualitative approach to obtain rich data. The intent is to understand how the data work in terms of the input received either in the form of verbal or symbols and it is not generalized to a population but to develop an in depth exploration of the central phenomenon. In order to validate the accuracy of these interpretations and to enhance its internal validity, a method known as triangulation is used. Triangulation is the process of corroborating evidence from different individuals, types of data, or method of collection in descriptions or themes. By using triangulation, the researcher examines each information source and finds evidence to ensure that the study will be accurate because the information draws upon multiple sources of

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information, individuals or processes (Creswell, 2003). In this respect, Denscombe (1998) explained the significance of triangulation as follows:

> seeing things from a different perspective and the opportunity to corroborate finding scan enhance the validity of the data. They do not prove that the researcher has 'got it right' but they do give some confidence that the meaning of the data has some consistency across methods and that the findings are not too closely tied up with a particular method used to collect the data. Effectively, they lend support to the analysis. There is an analogy which is used in the respect: triangulation. Triangulation involves locating a true position by referring to two or more coordinates. (p. 85)

In this way, the data will be triangulated through various sources such as classroom observations, teachers and students' interviews to ensure the credibility of the findings. The classroom observations data will be collected through field notes and this will be validated with the teachers and students' interviews and portfolios. Verbatim transcriptions that will derive from all different research methods will be employed to avoid making claims without any evidence in the findings. The transcriptions from the interviews will be studied meticulously to ensure that recurring patterns/themes are discerned in order to present the holistic picture of the findings. A re-coding technique will be used so that data can be checked and cross-checked several times in order to enhance possibility of new understandings.

It is crucial to acknowledge however that for a context specific and case study like this, there is no assurance that the data and findings can be seen to reflect or be generalized to other second language classrooms or teacher training contexts. This is known as the 'crisis of legitimation' as there are no well-established procedures for evaluating the knowledge obtained (Taylor, 2001, p.12). In the context of this study, the findings will not lend themselves to be checked against object of reality as it attempts to verify results by duplicating this study might just produce another version. Taylor (2001) further argues that since every interaction is unique, unpredictable and ever changing in new and context-specific meanings, it is only possible to identify patterns that common to many different interactions.

It is also important to stress that this study is a descriptive case study that will draw attention to the question of what specifically can be learned from a single case. This study is not undertaken because the case will represent other case. Instead it aims to provide better understanding of this particular case through its thick descriptions (Stake, 2000). This study will not lend itself to be generalized to a wider contexts and populations as in the case of many quantitative studies. However, these findings might be transferable and be made use of by other educational researchers or practitioners in similar contexts.

This study is aimed at seeking the extension of experience of the participant by bringing out the details from their viewpoint, using multiple sources of data such as the interview data, the teacher's portfolios, the student's portfolios, the student's reflections, and documents which will lead to the validity of the case triangulation. This construct is conceived appropriate for the researcher to discover the implementation and portfolio as an assessment tool on students

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and teachers for learning in the Malaysian Secondary ESL classroom. By focusing on one of the locality which is the classroom, the researcher hopes to explore and understand further about this phenomenon. This specific and selected locality provides the research an academic setting for this study. In collecting the data, careful attention is given to the particularization of the case not the generalization of it. This prospect allows an in-depth study of the case because details of each account are taken at a far greater depth. This is best represented in the following diagram.

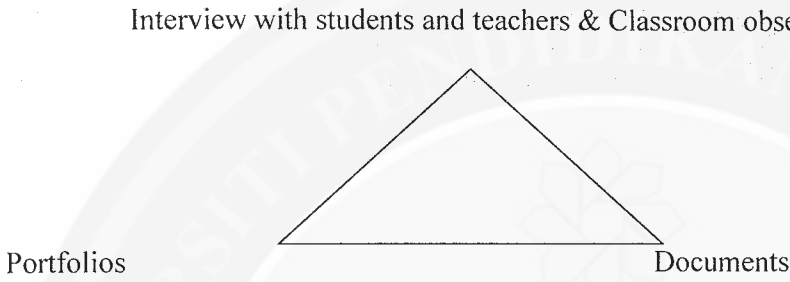


Figure 5*:* Data triangulation.

3.5 The research procedure

Marshall and Rossman (1999) state that qualitative research allows the researcher to use the context and setting to search for a deeper understanding of the setting or people. Once the setting was decided, the steps taken during the research procedure were described in detail to show the primary concern of the importance of the process rather than the outcome or products (Merriam, 1998).

Pre-stage I, (September - December 2011)

The researcher had a discussion with the Chairman, of her intention for applying RUGS (funding from the University to support her research which will take place in three different places). Based on the information received from her colleagues pertaining to teachers who have implemented portfolio as an assessment tool in Malaysian schools, the researcher identified three main sites where the teachers were teaching which were in Terengganu, Johor Bharu and Perak. The researcher prepared her proposal for submission to the Research Management Centre, UPM to apply for a research grant which can support her in terms of finances. Upon submitting the research proposal titled 'Implementation of Portfolio as an Assessment Tool in Malaysian Schools', the researcher tried contacting the respective teachers to establish contacts. The researcher's grant application was approved in December 2011. Identification of schools, teachers and experts were the initiating move for this research and it was approved by the researcher's chairman. The researcher obtained a grant of RM11,000 from the Research Management Centre, RMC, UPM, to carry out the study. From the literature reviewed, the researcher found that there was a group of seven ESL teachers in Terengganu who have actually implemented portfolio as an assessment tool in the school. The researcher tried emailing the researchers who were involved in the study but there was no reply in any form. Then, the researcher approached a few teachers and asked if they had used portfolio as an assessment tool in their classroom. The teachers were quite

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friendly in the sense that they were willing to disclose information about schools and teachers who have actually used portfolio as an assessment tool in their classrooms.

These teachers were from four states: Perak, Kuala Lumpur, Selangor and Johor. It was difficult to contact these teachers as distance was a problem for the researcher but managed to contact these teachers via Facebook (using the email) and also by calling them directly. Three English teachers from Perak agreed to be in my study and Six English teachers from Selangor volunteered to be involved in my study as well. The researcher have to write in and submit an official letter to the school principal stating the intention to carry out the study and also obtained all the teachers' consent to be in the study. In relation to the above, although personal contacts had provided an easy route into the schools, as Celnick (2002) suggests, proper procedures needed to still be followed. She mentions that both the organization and the researcher have the ethical duties to ensure that informed consent has been given where access is required. Therefore, the researcher got the official letter from the school principals to validate the access to the schools.

Initial contacts were made to these teachers teaching in Terengganu and Johor Bahru; they declined to be a part of the study. Only teachers from Perak agreed to participate in the study. Based on the discussion with teachers in Perak, they recommended two schools in Kepong and Ampang, Selangor. The researcher made appointments with the school principals before approaching the teachers. The principal from Kepong School was not keen on the study and therefore she declined to be a part of it. The principal from Ampang School agreed and allowed her teachers to participate in the study for a few reasons; the teachers' experiences in implementing portfolio as an assessment tool and the benefits the teachers and students gained from such assessment. Both principals from Perak and Selangor states strictly requested an official permission letter from the Educational Planning and Research Department (EPRD), State Education Departments, and District Education Office refer to (Appendix A) before they allowed the researcher to carry out the study. Therefore, the researcher planned her schedule based on what the school principals suggested.

Stage One (January - February, 2012)

The researcher wrote in official letters to gain access to the schools. Letters were sent to the Educational Planning and Research Department (EPRD), State Education Departments, and District Education Office before she could officially carry out the study. The process took place within four weeks. The respective letters received from the education departments were sent to all the respective principals.

Stage Two (February, 2012)

After getting the official letter from the Educational Planning and Research Department (EPRD), State Education Departments, and District Education Office refer to (Appendix A), the researcher had to go through some formalities in getting a clearance and an official letter to enter the school premises. This was followed by a meeting with the 'gatekeeper'. In any qualitative research, obtaining permission from individuals and sites occur at various levels. A gatekeeper is someone who has an official or an unofficial role at the site in giving assistance to the researcher by locating or searching people who are appropriate for the study.

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He/she normally has 'insider' status at the research site or premise (Hammersley & Atkinson, 1995). In this context, the gatekeeper is the principal of the selected schools who had agreed to allow the researcher to enter the school premises. She appointed an English teacher to assist and participate in the research throughout the duration of the researcher's visit to the school. The official date for the first meeting with the principal and the English teacher was in February, 2012. After a brief meeting with the principal, the researcher discussed with the English teacher about the research in detail by focusing on the purpose of the visit and the research aim. The following discussion was positive and as a result of that, the researcher conceived some plans for the follow-up visits.

Stage Three (March, 2012)

Subsequent visits to the selected secondary schools took place from March until September of 2012. During this time, the researcher was introduced to six teachers in Ampang School and three teachers from a Tanjong Malim, Perak school. The researcher had to set different times for both schools due the distance. The researcher spent Monday, Tuesday, Wednesday and Thursday in Ampang School and Friday in Tanjong Malim School as requested by the teachers. The researcher made clear to the teachers that she would only visit them based on their availability and the teachers were given the priority and permission to postpone the meeting with the researcher due to their work in the schools.

Both the teachers and researcher developed a mutual understanding at the initial stage of the research. The researcher outlined information needed for her research in the form of a note to all the teachers. An informal meeting was carried out with the teachers. In the meeting, the researcher informed the teachers for the need to observe them in order to see how they implement portfolio in their classroom. The researcher explained that the observation will descriptive in nature and thus it was not for evaluative purpose. The researcher explained that during the classroom observation, the researcher will not intrude or impose suggestions to their classroom teaching.

The researcher explained that after the classroom observation, an interview will be carried out pertaining to what the teachers have implemented to accommodate questions which the researcher cannot ask during the classroom observation and teaching hours. The researcher explained to the teachers that the classroom observation will assist the researcher to record the processes involved in implementing portfolio as an assessment tool. Furthermore, the researcher was also interested to see how their students respond to the portfolio assessment process in the classroom. The researcher requested to view both the teacher's and student's portfolios and some school documents which were the syllabus, learning outcomes, and also the school magazines.

Finally, the researcher requested to interview students from their classes. Upon explaining the research needs and details, all the nine teachers agreed to allow the researcher to observe their teaching and also to conduct the interviews with them and also their students. The teachers requested not to reveal the student's marks and their inability in showing some of the documents which were considered confidential. Therefore, both the teachers and

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researcher came to a consensus. The teachers took time to show the researcher their respective classes and also the place where they will be after the teaching hours.

The teachers gave their mobile numbers and timetables to the researcher. The teachers reminded the researcher to text or call them first a day earlier before visiting them in school for research purpose. Next, the respective teachers introduce the researcher to their students and explained the purpose of the researcher being in the class with them. The teachers introduced the students to the researcher and during this time, a detail explanation about the study which pertains to the implementation of portfolio as an assessment tool took place. The students understood that they were to prepare their portfolios as directed by their class teacher based on what entails during English lessons. Preparing the portfolios was not something new to the students because they had engaged in this task before when they were in lower forms (Forms 1,3 & 4). They were informed of the dates when their portfolios would be collected. The time agreed for collection was towards the end of their first term which was before the school holidays begin. This was an appropriate period because the students would be busy with other school activities as well as mid-term examinations after that time and the researcher did not want to intrude on their holidays.

Stage Four (March, 2012)

The classroom observation session took place at this stage. All the classroom observation had to be carried out in stage four as the students have to sit for their mid-term examination in May. Prior arrangement was made with the teachers and they agreed to be observed at their respective classes. The researcher wanted to look at the implementation of portfolio as an assessment process in the classroom and how the students respond to the assessment. The classroom observation took about one to two periods of each teacher depending on their timetable. Each period comprised forty minutes. After the classroom observation session, the researcher sought permission from the teachers to interview them.

Stage Five (April – May, 2012)

The interview sessions with the English teachers regarding the implementation of portfolio as an assessment took place at this stage. Prior arrangement was made with the teachers and they agreed to be interviewed at the meeting room. The researcher wanted to know how teachers' go about implementing portfolio as an assessment tool in the class. The whole interview took one period of her teaching class which was almost thirty to forty minutes.

Stage six (June-August, 2012)

This stage comprised the interview and interaction with the students. An interview session was arranged between the researcher and the students. The students were asked to proceed to the library. The interview sessions with the students took about approximately an hour of the English teaching period. The students brought their final portfolios to the interview session and handed them to the researcher after the interview session ended as required of them during the initial meeting in their classroom.

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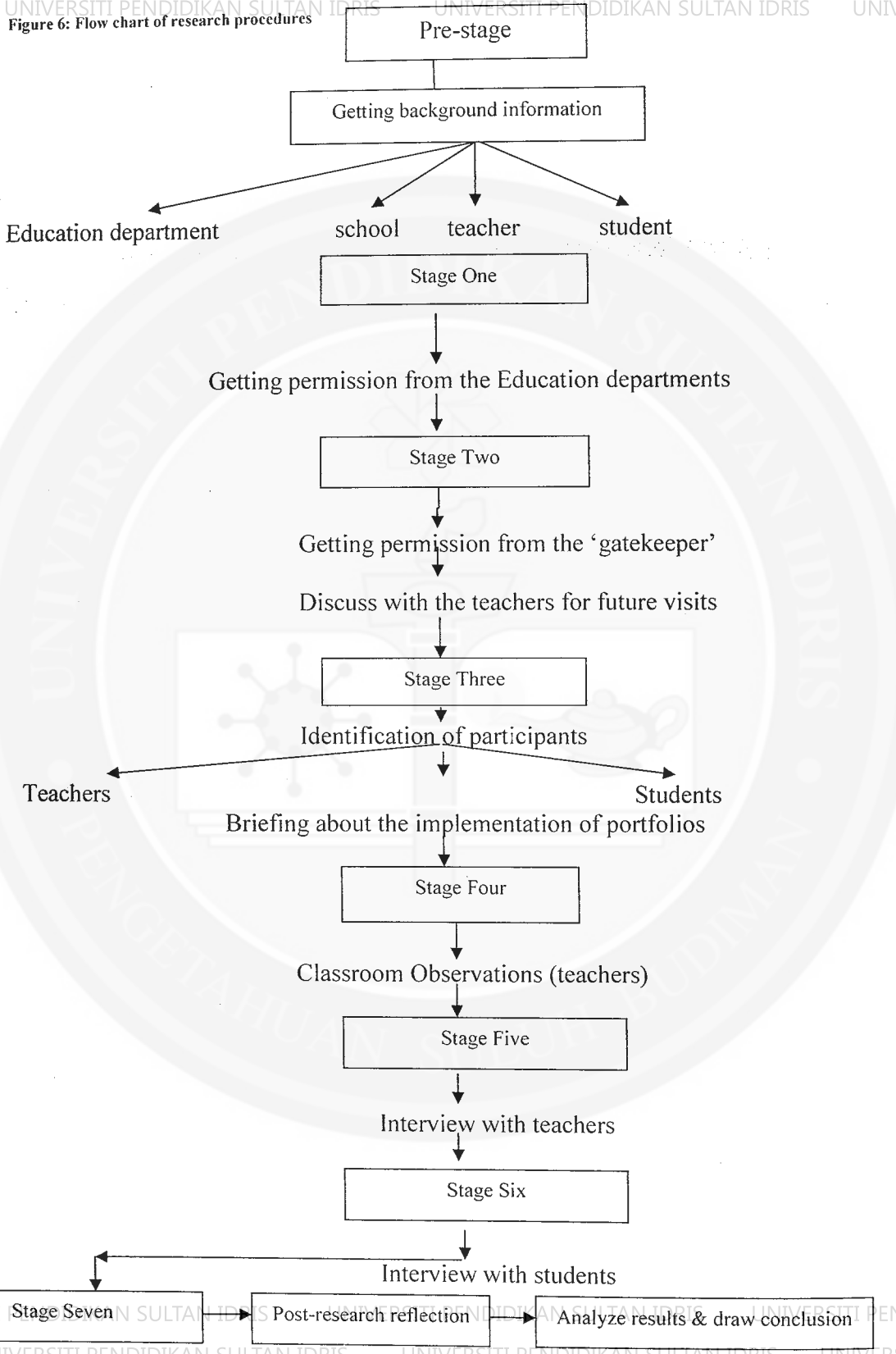
Stage Seven (September, 2012)

This is the post research reflection stage to culminate all the collected data. It is aptly called the post-reflection stage as it is aimed at analyzing and scrutinizing the data coming from multiple sources. As Patton (1990) asserts "Multiple sources of information are sought and used because no single source of information can be trusted to provide a comprehensive perspective" (p.224). Hence, the researcher combined findings from interviews, document analysis, and students' reflections for validation and cross-checking. In this study, the interviews dominate the data collection while the teacher's and student's portfolios, and students' self-reflections and the documents play a supporting role. One method of data collection sometimes dominates the second and third methods. It is crucial to highlight this issue because there are constraints and limitations in data collecting and the researcher is directly subjected to them. Next, the researcher analyzed the findings of the study, followed by the analysis of the findings before drawing well-supported conclusions. Figure 6 summarizes the seven stages and its research procedures.

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Figure 6: Flow chart of research procedures



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3.6 INSTRUMENTATION

Data gathered in this qualitative study were elicited from the interview, students' reflections, portfolios and teachers' lesson plan, and the English language syllabus. The data sources to draw out responses from the participants in this study area as follows:

3.6.1 Semi-structured Interview

An interview is used as a method of collecting data when a study focuses on the meaning of a particular phenomenon to the participant. There are basically three types of interviews:

> i) A fully structured interview where questions are pre-determined in advance in a pre-set order.
> ii) A semi-structured interview where questions are pre-determined but can be modified based on the interviewer's perceptions of what seems most appropriate. Questions are prepared as guidelines and can be changed or added.
> iii) An unstructured interview where the interviewer has a general interest and concerns, but lets the conversation develop within this area. It can be completely informal.
>
> (Cohenet al., 2007; Clough & Nutbrown, 2007)

Employing an interview as a means of gathering data has several advantages as it is known for its flexibility and adaptability of finding things out. Interviews also have the potential of providing rich and highly illuminating data (Banfield, 2004). As the interviewer engages in the process of inquiring information, he/she is also able to follow up interesting responses and investigate underlying motives that could inform his/her study (Denscombe, 2007). Interviews also have their limitations. Like observations, interviews can also be a labour intensive process. In addition, there is always a danger of bias in regulating interviews. (Bell, 1993) points out that since interviewers are human beings and not machines, their manner may have an effect on the respondents. Some interviewers make very obvious remarks on the information they are looking for. This can be distinguished through the nature of the questions that they pose.

3.6.2 ESL Teachers' and Students' Interviews

deMarrais (2004) defines an interview as "a process in which a researcher and participant engage in a conversation focused on questions related to a research study" (p. 55). Following Patton (2002, p. 341), in the context of this study, the researcher wants to find out what is "in and on someone else's mind:

> We interview people to find out from them those things we cannot directly Observe. We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and meanings they attach to what goes on in the world. We have to ask people questions about those things. The purpose of interviewing, then, is to allow us to enter into the other person's perspectives. (pp. 340-341)

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The interview sessions were carried out both with the ESL teachers and students. The duration of the interviews was between one to one and a half hours. The aims of the interviews sessions were based on the four research questions. Firstly, they were intended to get the overall picture and experiences of teachers on implementation of portfolio as an assessment tool. Secondly, they were also aimed at gaining further understanding of factors influencing implementation of portfolio assessment by the teachers. They were also meant to find out students' responses to the use of portfolio as an assessment tool. Finally, they were meant to identify the techniques teachers use in implementing portfolio as an assessment tool to enable the researcher to propose a model of portfolio assessment teacher's use in the Malaysian classroom context. The classroom observation and field notes were intended to focus on specific classroom events and the semi-structured interviews are meant for probing into general questions that could be related to the implementation of portfolio as an assessment tool and teachers' practices in the classroom.

This study utilized semi-structured type of interview. Although guided questions were prepared from the observed lessons and field notes, using a semi-structured interview framework conveyed that a sense of flexibility will be retained. Furthermore, these questions were in sequential but also act as guidelines for the areas that could elicit responses to the research questions. As stated by many researchers, the advantage of having semi-structured interview is that it will help the researcher to stay alert to the focus of the study and at the same time be open minded to encounter spontaneous and new ideas that will emerge during the interview sessions (Kvale, 1996; Gillham, 2000; Radnor, 2001; Silverman, 2005). Basically, the interviews in this study focused on four main areas: the implementation of portfolio as an assessment tool, factors that influence the implementation of portfolio assessment in Malaysian schools, ESL students' respond to the use of portfolio as an assessment tool in the classroom and techniques ESL teachers use in implementing portfolio as an assessment tool in the classroom that would enable the researcher to propose a model of portfolio assessment in the Malaysian classroom context.

The purpose of the interview sessions with the students is twofold. Firstly, the interview sessions were seen as a means to inquire into their backgrounds and their perceptions of the portfolio implementation as an assessment tool that the teachers implemented. Secondly, the interview sessions intended to seek understanding of how students feel about and cope with the classroom activities with reference to the portfolio implementation as an assessment tool in the classroom. There were five students in each interview group which were basically homogenous in terms of their proficiency level and their rapport with each other in the classroom.

The nature of the group interview in this study was not the same as the focus group. The group interview in the context of this study was carried out to facilitate communication rather than to promote an exchange of ideas and experiences. This contrasts with focus group interviews as described by Finch and Lewis (2003). It is not a collection of individual interviews with comments directed solely through the researcher as in this study. The interview took at least thirty to forty minutes during their free time. The students' interviews were carried out in English but if the students cannot respond or give feedback in English,

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then the researcher opted and allowed the students to use *Bahasa Malaysia* or code-switching. Altogether, there were nine groups of interviews. However, interview as a means for collecting data has its limitation too and it should be addressed in this study. Gay and Airasian (2000) posit that although the idea of conducting interviews sounds uncomplicated, the interviewing process can be difficult and complex especially when the culture and the social context of the interviewee and the interviewer are different. They added that it is important for both the interviewee and interviewer to know the clear definition of each other's role for accuracy of the responses provided by the interviewee. An important aspect of a successful interview is the use of language of the interviewee and the interviewer.

The students or participants for this study were chosen by non-probabilistic sampling because the researcher selected them as they were available, convenient, and represent some of the characteristics of what the researcher wanted to find out. The student's interview groups consisted of sixteen year old students who completed their PMR in the previous year, fifteen year olds and thirteen year olds. Prior to interview, the researcher distributed a profile from for students to fill out. The form required them to provide information pertaining to their name, form (class) former primary school attended, UPSR overall grades, and in particular grade for English subject, last secondary school attended, PMR overall grades and also grade for English subject, and finally their grade for the previous year English subject. The (number of students participated) volunteers were a mixed group of boys and girls and they attended primary schools in the same state which was Selangor. Half of them scored all A's in the subjects taken for their primary school national assessment exam and eleven scored A for the English subject (UPSR). For their PMR (Lower Secondary Examination), all of them went to schools in the state of Selangor; all of them scored A for the English subject. However, for their last English grade (final examination end of term result), only four scored A for the English subject and the remaining nine scored B.

The interview took place in the meeting room. This is a bigger room than the regular classroom; the researcher confirmed the time and place with the class teacher a few days earlier and knew where to go. This was the researcher's second meeting with them as I had entered their class earlier before to collect the portfolio samples. Five students sat down and the interview session started. The time allocated was only 30 minutes and within this time period, the researcher only had the chance to interview 1 group. The school bell rang immediately after I finished interviewing the last group and it was a clear sign that my time was up, my visit to the school had ended and it was time to leave. I thanked the class teacher and the students for their willingness to participate in the interview. The second interview followed the same manner as in interview one.

All the interview questions prepared were aimed at gathering information about students' respond about the implementation of portfolio as an assessment tool. Students are likely to tell their anecdotal cycles of experiences to the researcher by answering the questions; the interview becomes a helpful tool for eliciting information. In this regard, the volume of responses coming from the students provides the researcher with information that is useful for the class teachers making classroom decisions; this is the core of assessment -- making the right decision about instruction or plans for instruction (Genesee & Upshur, 1996). By answering questions during the interview, students took time to reflect on their learning in

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general and on that time and effort spent in producing the file or portfolio. Genesee and Upshur also argued that it should be a critical dialogue to assist the students to reflect on their experience and to understand their own achievements and aspirations by setting their own learning goal (Glen & Hight, 1992).

The questions for students group interviews focused on three main areas: students' background and profile; their personal views of the implementation of portfolio as an assessment tool by the teacher; and questions based on their actions in the classroom with regard to the implementation of portfolio in terms of learning. Sample of interview questions was prepared. Even though the questions asked to the learners were repeated around the same themes, these questions would not be asked in a sequence. This is to ensure that there are some varieties among groups as this interview will be carried out at different times during the twelve weeks. This is also intended as a precaution in case the students who were interviewed might discuss the questions with other students. It is also aimed at preventing students from preparing the answers for the interviews. The interview sessions were carried out during the recess time. All the interview sessions were audio recorded to crosscheck with the observational data. The interview questions are grouped into three parts; the rationale was to show the gradual development in treating the subject matter beginning with the general questions to ease the respondents into the right frame of mind.(refer to Appendix A)

3.6.3 Classroom observation

Observations were made over a period of forty-five lessons. Non-participant observation was conducted when the teachers were teaching. The objective was to obtain information regarding the implementation of portfolio as an assessment tool that would enable the researcher to observe the model that would emerged in the study. The researcher managed to observe all the nine teachers teaching during their lessons. There was no intervention by the researcher while the teachers were teaching.

3.6.4 Classroom Observation Protocol

The researcher sought permission from the school principals to observe the teachers involved in implementing the portfolio as an assessment tool. A formal letter informing the title, duration of the research, number of teachers and students involved in the study, the need to review relevant documents pertaining to portfolio assessment (the school magazines, English language syllabus, lesson plans, etc.) was sent to the two school principals. The researcher carried out the study after receiving an official letter from ERPD and the school principals to observe the teachers.

Next the researcher contacted the respective teachers who had implemented portfolio as an assessment tool to inform them about the intention of the study. The researcher had a meeting with the teachers in the school meeting room to explain the objectives and time involved for the study. After the teachers have understood the main purpose of the study, they agreed and signed the letter informing their involvement in the study was solely voluntarily based. The researcher explained the purpose of the classroom observation was not evaluative but rather descriptive as there was a need to look closer at how they implement portfolio as an

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assessment tool in their class. The researcher also needed to look at how the students responded to the assessment being implemented by the teachers. The teachers gave a copy of their timetable and allowed the researcher to observer them based on their availability and convenience. The teachers expressed that there would be times where classroom observation could not be carried out due to monthly tests, school programs, or school meetings. The researcher requested to view documents pertaining to the lesson taught including lesson plans, scheme of work, English language syllabus and if possible the evaluation forms used to assess students for the portfolio. The researcher requested to view and analyze both the teacher's and student's portfolios. The teachers made clear that they could not disclose some of the evaluation forms and marks which were confidential and if really required, the teachers had to seek permission or request from the student's parents to release this information.

The researcher made clear and explained that the researcher would not interfere or ask any questions during the teaching and learning process and also during the classroom observation. The teachers agreed to provide details pertaining to the implementation of portfolio as an assessment tool after the classroom observation session, which would be easier rather than questioning in front of the students during the observation session. Each observation made in the classroom was emailed immediately to the respective teachers for them to confirm the observation reported is directly related to their teaching.

3.6.5 Portfolios

In this study, the researcher looked at both the teacher's and student's portfolios. The teacher's portfolio would reflect the materials compiled by the students. The materials in the teacher's portfolios would reflect the classroom syllabus and the assessment purpose designed based on the learning outcomes. The portfolios or the students work samples offer a means to capitalize on the actual work of the classroom learning. The content is reflective of the syllabus; therefore it is reliable. It can be authentic in the sense that a lot of compounding factors that are involved in teaching can be seen in portfolios (Wolf & Dietz, 1998). Nevertheless, the content should reflect range, depth and growth to show that portfolios serve multi-purpose functions. This was further clarified by Chittenden (1991) who argues that portfolios should encompass a breadth and depth of evidence gathering procedures that include observations by both teachers and students in matters related to learning like the use of checklist and narratives. The performance samples of student work which included documents of students' accomplishments and finally, tests or test-like procedures that are used to check student learning.

3.6.6 Field Notes

Besides the classroom observation, the researcher used of the field notes, as sometimes certain incidents in the classroom will happen simultaneously and might not be able to capture them. By just taking notes, both the teachers and learners will feel more relaxed while doing their activities. This is mainly because the central focus is no longer on the particular group members and it is less intrusive. Using field notes as a means to support the observation will help the researcher to have a better understanding of the complex processes

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of portfolio implementation as an assessment tool in a second language classroom situation where interactions can sometimes get entangled in a hectic pace. Furthermore, Ritchie and Lewis (2003) reason that field notes provide an opportunity to record what researchers see and hear outside the immediate context of the observation and can provoke their thoughts about the dynamics of the encounter. They give ideas for inclusion in the later field work and help to address issues that may be relevant at the analytical stage.

3.6.7 Student's self-reflection

The teachers asked the students to reflect and come up with their reflections based on each lesson taught in the classroom. This was to verify the role of portfolio from a reflective perspective. Reflection is considered as an important element in the use of portfolios. Students are required to write down what they think of their work and to reflect everything. The reflection is a culmination of their thoughts and feelings about what they had put together in the portfolio. It would also show the link the portfolio has with learning but from a subjective point of view, perhaps emotive. Students' reflections would depend a lot on their constructed knowledge and experience after spending so much time preparing the portfolios. This would complement the interview data.

3.6.8 Review of Documents

Relevant documents also provided important information in increasing the researcher' understanding of the broader environment that informs the research (Marshall & Rosman, 1995). In his study, Hoepfl (1997) analyzed documents to support data from interviews. Hansen (1995) has used written documents besides the interview data in the training of technology teachers. It can be inferred that documents play a greater role than just for reading. They complement and support primary data in order to get a comprehensive picture or truth in order to provide a better understanding of the case. This study used documents to supplement and support data collected from other sources. These documents included the secondary school syllabus, form 1, 3, 4 syllabuses, teaching and learning materials from the classroom. By using these documents, the learning process could be further contextualized. The data for the study were collected through interviews with students and the teachers, document analysis, portfolios and student reflections. These procedures are discussed in this section.

3.6.9 Document Analysis

As for document analysis, the researcher read, checked and analyzed all the relevant documents requested from the teachers pertaining to portfolio assessment. The documents reviewed were the teacher's lesson plans, English language syllabus, teacher's and student's portfolios and student's self-reflection. All the documents stated above were analyzed based on the content and domain analysis procedure (Krippendort, 1980; Spradley, 1980). Next, the data were summarized into themes and categories by using the procedures suggested by Miles and Huberman (1984) and Patton (1990) to record teachers' and students' response to the implementation of portfolio as an assessment tool. The researcher identified issues and the categories in these documents inductively (Patton, 1990). This process includes open coding, creating categories and abstraction. Issues that consist of words, expression

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and paragraph were put in brackets and the code for categories was written on right side of each sentence or paragraph in brackets as well. In the coding process, the researcher listed all the themes recurred in the reflections. These themes will represent the patterns that exist and then arranged in the coding list and definition unit. Data categorized were revised to avoid overlap in the categories.

3.6.10 Pilot Study

A pilot study was conducted. The researcher contacted all the nine ESL teachers and was only able to get in touch with five ESL teachers from Selangor. The researcher planned and prepared a timetable to carry out her study as the schools were located in two different states. There was a need for the researcher to travel and adjust the time so that she could reach both schools as scheduled at different times based on the teacher's timetable. While waiting for the permission letters from the research departments, the researcher visited the school two months earlier before the actual research could take place. Before visiting the schools, the researcher obtained permission from the school principals and informed them of her intention to carry out the pilot study before the actual study could take place. It was crucial for the researcher to improvise the data collection in terms of the procedures in order to develop a protocol for classroom observations and interviews. After that, the researcher improvised the protocol for classroom observations and interviews. For this process, the researcher took into consideration the relevance of the interview questions, the arrangement of the interview questions and the words used to conduct the interview session. The face validity and the gist of the interview questions were conducted by asking the questions to three English teachers from the school to obtain their feedback pertaining to the questions related to the implementation of portfolio as an assessment tool. These teachers were involved in implementing portfolio as an assessment tool and based on their feedback, the protocol for classroom observation and interview were prepared, typed and compiled in a file. The researcher planned the following before the actual study took place. The planned agenda was as follows:

(a) Obtained permission and wrote official letter to The Educational Planning and Research Department (EPRD)
(b) Obtained permission and wrote official letters to The State Education Departments (Perak & Selangor)
(c) Obtained permission and wrote official letters District Education Office (Perak & Selangor)
(d) Obtained permission and wrote official letters to the school authority personnel
(e) Obtained permission and wrote official letters to the school principals
(f) Obtained permission and wrote official letters to the school teachers
(g) Established good rapport and relationship with all the nine teachers involved in the study
(h) Prepared recording tool (iPhone 4s, which was a latest technology and was a reliable tool to record the teacher's and student's interviews)

Besides the interview guide, interview questions were also constructed. These were the probing questions used that tried to elicit information on the four main questions. It consists of a set of questions, carefully worded and constructed covering the issues to be discussed.

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Standardized sets of questions were considered part of 'good interview practice' designed to ensure that interview is a reliable researcher instrument (Silverman, 2001). During the interviews, all the participants were asked the same set of questions using basically the same words. However, the questions were not asked in the same order but followed the flow of conversation. All the five ESL teachers were interviewed. All the ESL teachers disclosed that using portfolio assessment in the classroom led to changes in the way their students began to think about themselves and their learning. Their students were better to articulate what it meant to learn as they had to fill in the self-assessment checklist. From here, the students were able to ask and share their problems in learning with their peers. For example, if the students were not so clear about a specific lesson taught by the teacher, they sought assistance from their friends and they were not shy to do so. As for the teachers, they divulged that they were able to recognize students' strengths and weaknesses based on the self-assessment checklist as it allowed students to share /inform their teachers about their understanding of a certain topic. Teachers read students' comments and self-reflection and felt that they could improve their teaching based on students' needs.

3.7 DATA ANALYSIS

According to Gibbs (2007), qualitative data analysis requires some kind of transformation which involves some processes namely analytic procedures, into a clear, understandable, insightful, trustworthy and even original analysis. In a case study, data analysis consists of making a detailed description of the case and its context in trying to make out of the collected materials. The qualitative data for this study were analyzed partly during data collection and some data were not immediately accessible for analyses. The latter required systematic processing in order to come up with findings. Raw field notes like audio recordings needed to be transcribed which involves data reduction. According to Miles and Huberman (1994) data reduction "refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions." They proposed a systematic procedure in analyzing the data comprising 1) data collection, 2) data display, 3) data reduction and 4) conclusions (drawing and verifying). This is also known as the Interactive Model which will be used in analyzing data for this research. This model is best represented in the following Figure 7:

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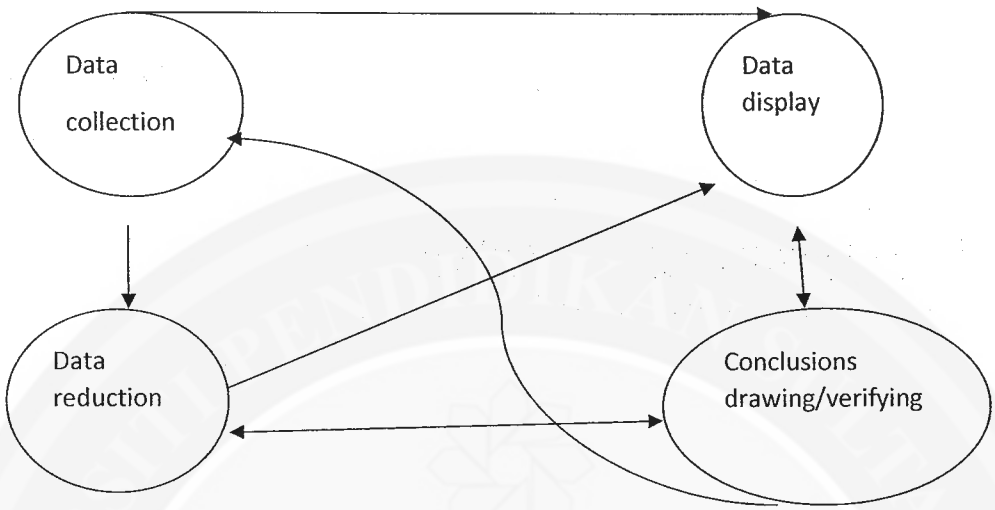


Figure 7: Interactive Model in data analysis (Miles & Huberman 1994)

Multiple methods were used to collect the related data pertinent to this study. The primary data for this study were interviews conducted on selected teachers and students, classroom observations and the portfolios. The secondary data were the students' reflections on the portfolios, relevant documents relating to the schools and teaching such as school magazines (for historical biography) and the classroom syllabus (Form Four, Form One) to support the primary data.

The data were analyzed using multiple analyses. Thematic analysis was used for the teacher's and student's interviews and the portfolios to get a common theme or themes throughout the materials. This is one of the most frequently used analytic approaches in a qualitative study (Ely, 1997). This method of analysis was employed to understand the implementation of portfolio as an assessment tool, factors influencing ESL teachers use of portfolio as an assessment tool in the classrooms and effects of portfolio assessment on ESL students' learning. The classroom observation data enabled the researcher to scrutinize the techniques ESL teachers used in implementing portfolio as an assessment tool. The classroom observation data were important as the researcher was able to observe the implementation of portfolio as an assessment tool and the processes involved in it.

Secondary data were analyzed using the content analysis technique. Content analysis is a careful, detailed, systematic examination and interpretation of a particular body material in an effort to identify patterns, themes, biases and meanings (Leedy & Ormrod, 2005; Neuendorf 2002). It allows researcher to reveal the content in a deeper manner than usual reading. These data were also triangulated to strengthen the accounts of the research data and to enhance the validity of the research methods used in combination to achieve a similar bearing of results (Woods, 1996).

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3.7.1 Analyzing Classroom Observation Data

Observation is an important data collection method for qualitative enquiry. Through persistent observations, researcher is able to capture the ways people interact with their surroundings based on their understandings of the world (Merriam, 2009). The main of observation is to grasp a person's motions, speaking, and unconscious behaviors that they express in a natural setting (Lincoln & Guba, 1981; Merriam, 2009). During each observation, the researcher will be an observer and will not take part in any of the classroom activities. Before observing the teachers, an official letter was sent to the school principal to obtain permission. For each observation session, the researcher took detailed field notes which will include two parts; descriptions of portfolio implementation and my instant reflections. As for teachers, the researcher has conducted at least four observations for each teacher. The interviews were scheduled after the classroom observations as a way of exploring and confirming earlier observations and statements in the interview. After the observation process, all the data collected were transcribed.

3.7.2 Quality Data Generation

One of the steps to ensure rigor in this research is the concern of generating quality data as data obtained and recorded represented of the 'whole picture'. The data generating strategies in the course of this study included process of gaining access to the site, data collection methods, the length of time spent gathering the data and the amount of data collected. The study requires a clear and vivid description of the important elements of the study that are connected with the data, namely the participants, the site or setting and the researcher.

In the process of data gathering, the researcher has included relevant information about the participants, in the form of background demographic data. The credibility of the participants has been explored; the experiences in implementing portfolio as an assessment tool also have been described. For example, during non-participation observations, teachers' ways of implementation of portfolio as an assessment tool, the interaction of the students with their teachers and peers were observed.

As the researcher can influence her findings, her roles, level of participation with other participants have been given due consideration. For example, in interview, data collection began with the assumption that the participants' perspectives are meaningful or explicit of the perspectives would affect the study. Thus, the researcher needs to emphasize in-depth, complex and roundedness in data rather than broad surveys of surface patterns and comparability of large number of people.

The key being a good interviewer is being a good listener and questioner; it is not the role of the researcher to put forth her opinions, perceptions or feelings. In addition, the researcher also has played the active and reflective role in the process of data generation rather than a neutral data collector. The researcher sought to encourage free and open responses; the researcher has encouraged the respondents to capture their perceptions in their own words. The researcher was able to pull out data from the participants, understand and interpret it at any one time. In other words, the researcher should be sensitive, and able to establish a non-threatening environment in which participants feel comfortable to yield the richest details

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presenting new insights. In short, the quality of the information obtained is largely dependent on the researcher's skills and personality (Patton, 1990). Poor interviewing skills, poor phrasing of questions, or inadequate knowledge of the subjects' culture or frame of references may result in a collection that obtains little useful data. Trustworthiness was taken into consideration as equally important as of rigor as they ensure in quality of the findings.

3.8 Trustworthiness, Credibility and Conformability of the Present Study

The central concern of this study will be on its trustworthiness, credibility and conformability (Denzin & Lincoln, 2000) of its findings. Trustworthiness of a qualitative research reflects issues conventionally discussed as validity and reliability (Seale, 1999, p.266). The issue of trustworthiness can enhance confidence in a particular study (Guba & Lincoln, 1985). In order to ensure the trustworthiness of the data findings, Merriam (1998) suggested six basic strategies that can be used to enhance validity. They are triangulation, namely, member checks, long term observation, peer examination, participating or collaborative research, and clarifying researcher bias. The study employed various strategies.

Credibility – One way of improving credibility is to reduce the researcher's biases. Data does not speak for itself. The researcher interprets it. However, no researcher can observe, measure and analyze a phenomenon without personal biases. The credibility of this study was enhanced by three strategies which are triangulation, peer-debriefing and member checking.
Triangulation – triangulations where multiple sources and methods of data collection were used in the study. Besides interviewing the teachers, the researcher also interviewed the students.

Peer Examination – The researcher constantly consulted the members of the dissertation supervisory committee, for appropriate methodology of the conduct of the research especially at the initial stage where the researcher was trying to establish the basis to adopt Constructivists' theory. Besides that, during the report writing phase, Dr Tajularipin and Dr Habsah Husin, lecturers at the English Language Department read my chapters. They both have been acted as excellent peer examiners.

Member checking – Findings of the study were given to the participants for comments and feedback. Each participant received, via e-mail, a copy of the interview transcripts for review, clarification and suggestions. Suggested changes were made and transcripts were re-sent for verification. This allows the researcher to be sure that what the participants said in fact what the participant meant to say. All data has been verified through this process. The researcher has no doubts that the findings presented to the participants enhanced the credibility of the findings.

Validity of findings or data is traditionally understood to refer to the correctness or precision of a research reading (Ritchie & Lewis, 2004). In order to ensure the validity of the findings, this study will make use of the multiple methods to provide various ways of making enquiries into the same phenomenon. In this way, the data will be triangulated through various sources such as classroom observations, teachers and students' interviews, teacher's and student's portfolios and student's self-reflection to ensure the credibility of the findings. The classroom observations data were collected through field notes and were validated with

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the teachers and students' interviews, portfolios, student's self-reflections and documents. The transcriptions from the interviews were studied meticulously to ensure that recurring patterns/themes were discerned in order to present the holistic picture of the findings. A re-coding technique was used so that data can be checked and cross-checked several times in order to enhance possibility of new understandings.

It is crucial to acknowledge however that for a context specific and case study like this, there is no assurance that the data and findings can be seen to reflect or be generalized to other second language classrooms or teacher training contexts. This is known as the "crisis of legitimation" as there are no well-established procedures for evaluating the knowledge obtained (Taylor, 2001, p.12). In the context of this study, the findings will not lend themselves to be checked against object of reality as it attempts to verify results by duplicating this study might just produce another version. Taylor (2001) further argues that since every interaction is unique, unpredictable and ever changing in new and context-specific meanings, it is only possible to identify patterns that common to many different interactions.

It is also important to stress that this study is a descriptive case study that will draw attention to the question of what specifically can be learned from a single case. This study is not undertaken because the case will represent other case. Instead it is aimed at providing better understanding of this particular case through its thick descriptions (Stake, 2000). This study will not lend itself to be generalized to a wider contexts and populations as in the case of many quantitative studies. However, these findings might be transferable and be made use of by other educational researchers or practitioners in similar contexts.

3.8.1 Validity and Reliability

When portfolios are used for large-scale assessment, concerns around their reliability and validity are discussed (Davies & Le Mahieu, 2003). For instance, Benoit and Yang (1996) in their study reported that after using portfolios for assessment at the district level, they recommended clear uniform content selection and judgment guideline due to the need for greater inter-rater reliability and validity. Similarly, Berryman and Russell (2001) revealed similar concern for ensuring reliability and validity when they reported the Kentucky statewide rate for scoring the portfolios was 75% for exact agreement their school scoring had "86%" exact agreement. Resnick and Resnick (1993) mentioned that tough teachers improved rubrics and received training; it was a challenge to acquire reliability between scores.

According to researchers inter-rater reliability of portfolio work sample continues to be a concern ((Chan, 2000; Fritz, 2001; Willis, 2000)). "The evaluation and classification of results is not simply a matter of right and wrong answers, but of inter-rater reliability, of levels of skills and ability in a myriad of areas as evidenced by text quality and scored by different people, a difficult task at best." Clear criteria and anchor papers assist the process (Davies, & Le Mahieu, 2003)). In the meantime, experience seems to improve inter-rater reliability ((Broad, 1994; Condon & Hamp-Lyon, 1994; White, 1994b, 1995)). Some researchers express concerns regarding reliability ((e.g. Calfee & Freedman, 1997; Callahan, 1995; Gearhart, Herman, Baker & Whittaker, 1993; Koretz, Stecher, & Deibert, 1992) while others mention the

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absence of certain controls as would give confidence even as to whose work is represented in the collected portfolio (Baron, 1983). According to Novak, Herman, and Gearhart (1996), the difficulties stem from "variations among the project portfolio models, models that differ in their specifications for contents, for rubrics, and for methods for applying the rubrics" (p. 6).

3.8.2 Reliability

Reliability refers to the consistency and accuracy of the assessment tool to measure students' performance. In other words, reliability is a measure of the reproducibility of the assessment. Reproducibility must be consistent over time and across candidates and examiners. Portfolios are only effective if teachers establish a fair and consistent way of scoring, recording, and grading them (Barnhardt et al., 1998). The key to developing a reliable portfolio is to establish clear and detailed criteria (Barnhardt et al., 1998).

Criteria refers to statements of exactly what skill or knowledge the specified student or group of learners is to master, what constitutes mastery, and how progress toward mastery is measured (Barnhardt et al., 1998). Criteria provide the framework for planning instruction and evaluation. According to (Barnhardt et al., 1998), when criteria are used to frame instruction, they are called objectives, goals, or learning outcomes. For example, criteria used to assess the impact of the instruction are referred to as evaluation measures, tests, instruments, and rubrics (Barnhardt et al., 1998). Reliability can also be strengthened through triangulation, a process of demonstrating proficiency in a specific skill by gathering data from three or more sources. This strengthens the accuracy of the scores by providing a more complete picture of students' abilities (Barnhardt et al., 1998).

Portfolios are successful in this area because they are designed to include evidence of learning progress from a variety of sources, including the student herself, teachers, peers and parents. According to (Davis & Ponnamperume, 2005), inter-rater reliability is not considered as a major contributor to the overall reliability of assessment. This issue has however attracted considerable research interest with regard to portfolio assessment. Up to date, the evidence on inter-rater reliability of portfolio assessment remains inconclusive, and therefore this issue has been a matter for concern and debate. On the contrary, Barnhardt et al. (1998) assert that rater reliability with portfolio assessment can be achieved in two ways. First, rater reliability can be increased by training raters to use criteria and rating scales in the same way. In portfolio assessment, students participate as raters in peer-assessment and self-assessment; therefore, students should also be trained to use the criteria in the specified way (Barnhardt et al., 1998). In similar vein, if a teacher who is not involved with setting the criteria is going to evaluate the students' work, she needs to be familiarized with the criteria and how to apply them in evaluation. This is crucial if the teacher plans to rely on other teachers to evaluate her students' portfolios. Rater reliability is strengthened when both teachers and students become the raters in setting the criteria (Barnhardt et al., 1998). This process will allow them to understand and be familiar with the criteria and clear about how to apply the criteria to help evaluate the portfolio and its contents.

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3.8.3 Validity

Validity is the extent to which the assessment measures what it purports to measure (Davis & Ponnamperuma, 2005). In the context of portfolio assessment, validity is the extent to which the portfolio assesses the curriculum learning outcomes (Davis & Ponnamperuma, 2005). Validity has many different facets: face, content, construct, concurrent, and predictive validity. Portfolio assessment has high face validity because of its ability to assess real-life performance using a variety of quantitative (e.g., comments and written reports) assessment tools in several setting (e.g., classroom, small group learning, and group discussion). If blueprinted properly, portfolio assessment offers a robust framework to include a representative sample of the curriculum content across a range of learning outcomes. This is why portfolio assessment has the potential for high content validity. The portfolio is able to assess students' reflective ability, which indicates its construct validity (the construct being the student's reflective ability).

3.8.4 Content validity

Both the audience and the purpose of the portfolio play a major role in determining content validity. For an instrument to have high content validity, it should be developed for a specific class working toward a certain purpose and specific objectives. When teachers design a portfolio, it is crucial to analyze it for appropriateness of the students. To evaluate or establish content validity, teachers have to keep these two questions in minds:

1) Does the portfolio match the instructional purpose and objectives of the syllabus?
2) Is the portfolio (or individual piece) assessing what I set to assess?

By setting the purpose of the portfolio in line with the syllabus objectives, matching the contents of the portfolio to the purpose, and establishing clear criteria in relation to the original objectives, the portfolio will have content validity. In other words, portfolios have high content validity because they integrate instruction and assessment as the work students produce in the classroom becomes artifacts and attestations in the portfolio (Barnhardt et al., 1998).

3.8.5 Systemic validity

Assessment and instruction has a close link with systemic validity. Systemic validity refers to the cycle of evaluation and instruction. A systemically valid assessment is one that causes a change in the instruction or curriculum that fosters the development of the cognitive skills that the assessment is designed to measure (Cohen, 1994). When teachers evaluate the portfolio (or an individual piece), the teachers should be able to determine the effectiveness of classroom activities on student learning and use the results to influence future instructional planning. For instance, a portfolio is systemically valid if the use of the portfolio alters the instruction so that it focuses on the skills that are being evaluated by the portfolio assessment. The following questions can be addresses after students have completed a portfolio:

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1) What are the results that I received from the process?
2) What do the results tell me about the students' ability to meet the syllabus/subject objectives?
3) How have I altered my instruction?

In short, these questions will provide some information and guidelines for teachers to determine what classroom activities reveal about their instruction and if teachers find the instruction was ineffective, they can use the information to reformulate instruction.

3.8.6 Face validity

Validity refers to the way students view the portfolio effects. This type of validity is called the face validity; it refers to the perception of the instrument by those it impacts. Students need to be prepared to work with portfolios so that they have a clear understanding of the portfolio as an evaluation tool. Students need to be familiar with portfolio assessment and how teachers will be using it in the classroom. Portfolios increase the role of student responsibilities, and for some students, this may be a new approach to learning. Students may need to adapt and revise their expectations of the class and their role in the learning and assessment process. Introducing students to portfolios can take some time; however, if students do not understand how the portfolio measures performance, the portfolio becomes less trustworthy as an assessment instrument (Barnhardt et al., 1998). Introduction to the portfolio can include an overview of the process, its reasons and purposes, the audience, student responsibilities and benefits, and the way portfolio will be assessed (Barnhardt et al., 1998). Portfolios by nature need the active participation of students who believe that their additional responsibilities in their learning are beneficial to them (Barnhardt et al., 1998). As teachers work with portfolio from time to time, it is important to ask their learners what is understood and is expected of them and whether they view the portfolio as a credible assessment tool (Barnhardt et al., 1998).

3.9 Conclusion

This chapter described the research design; its aim and rationale, the selection of respondents, and the tools used to elicit data. As this a qualitative approach to research inquiry, discussion on the strengths and the features of qualitative was presented at length. Case study approach was selected as it was most appropriate for the design of this study in addressing the research questions. Literature on previous research relevant to this study was aptly presented. This chapter also showed the methodology employed to aid in the interpretation of the data and how each of these was subsequently analyzed. In chapter 4, the researcher will discuss the data analysis. The findings discussed are based on the analysis, and in view of the research questions postulated in the study. Then in Chapter 5, which is the last stage of the research inquiry the researcher would draw conclusions based on the findings, and then make recommendations for future studies.

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CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 INTRODUCTION

This chapter summarizes the implementation of portfolio as an assessment tool and also gives a brief description of the portfolio assessment process carried out by the ESL teachers in the classroom. The effects of using portfolios on ESL students' learning and factors that encouraged ESL teachers to utilize portfolio as an assessment tool are also discussed. A portfolio assessment model was developed based on the teachers' implementation of portfolio via the teaching and learning process. This chapter is divided into four parts according to the four research questions of the study which were firstly, to investigate the implementation of portfolio as an assessment tool in ESL classroom; secondly, to investigate ESL students' response towards the use of portfolio assessment; thirdly, to understand the factors that influence teachers' successful implementation of portfolio as an assessment tool in the classroom; and finally, to propose a portfolio assessment model for the teaching and learning of ESL for the Malaysian ESL classroom context. Categories and themes that emerged from the study are discussed in each part of the research questions.

More specifically, the study is guided by the following research questions:

1. How has portfolio assessment been implemented in the teaching and learning of ESL in Malaysian classrooms?

2. How do ESL students respond to portfolio assessment that is being used in the classroom?

3. What are the factors that influence the ESL teachers to use portfolio assessment for the teaching and learning of ESL in Malaysian classrooms?

4. What portfolio assessment models would be appropriate in implementing portfolio assessment for ESL teaching and learning in Malaysian classrooms?

4.1 Implementation of portfolio as an assessment tool in the teaching and learning of ESL in the Malaysian classroom.

Various themes emerged from the study. The themes emerging within the implementation of portfolio assessment tool were organized into two categories 1) the general procedures in implementing portfolio as an assessment tool and 2) major considerations at each stage of portfolio as an assessment tool and its implementation. The themes that emerged under the category of the general procedures were: explaining the assessment purpose, evaluating the portfolio and preparing the teaching and learning activities and teachers adopting an ordered manner in implementing portfolio as assessment tool.

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Findings under the category of stages involved in implementing portfolio as an assessment tool revealed that teachers adhered to five main procedures which were the assessment purpose, collection of evidence, evaluation of evidence, reflection on learning and assessment decision. The themes that emerged under this category were as follows: developing assessment purpose based on the learning outcomes, getting students to collect evidence for learning, teachers examining evidence collected by the students, students reflecting on their learning and teachers making assessment decision based on the portfolio.

4.1.1 General procedures

General procedures in implementing portfolio as an assessment tool in the teaching and learning of ESL in Malaysian classrooms refer to the proper planning in which the teachers have to come up with a schedule of work to include the lesson units, the types of assessment task or activity based on the learning outcomes to be achieved. The portfolio assessment was conducted after teaching and the assessment tasks that were not completed was brought forward to the following lesson. Factors such as the number of students in the classroom, students' proficiency level, time allocated for the English lesson, the scope of knowledge and skills to be taught and emphasized, and teacher's teaching load are crucial for the implementation of portfolio as an assessment tool.

4.1.1a A thorough planning

Thorough planning is required before teachers could share and train their students about utilizing portfolio as an assessment tool in the classroom. Students need to be informed that portfolio served as a vehicle for learning as well as assessment.

4.1.1b Requires an assessment purpose

The teachers revealed that to execute portfolio assessment would require an assessment purpose which is tailored based on learning outcomes from the English language syllabus. At the same time, teachers mentioned that students could be allowed to be involved in setting the assessment purpose based on the learning outcomes to make language learning more visible to them.

4.1.1c Exposing students to learning outcomes

By doing so, the teachers believed they can assist students to become aware of the learning outcomes connected with language learning. Students will be aware of the learning process and take a keen interest in doing their work to attain the learning outcomes. As a result, students will understand that they also need to be actively involved in the learning process. At the same time, the teachers reported that not all the students were able to share and expressed what they preferred or wanted to learn as they were shy and could not share their views with the teachers. The following excerpt shows such an instance:

> Teacher A: all of them can understand better and they have their proficiency level, but compare to

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other classes they are still weak, they are still weak, some of them are weak in sense of speaking, some of them can write but they are not able to speak well, so they have the lack of confidence level on, they have variety of problems, each class have different problems. We have to follow the lesson plan and we also have created our own learning outcomes based on the activities that we have prepared. So every activities must have learning outcomes where the students must achieve this, the objectives must be achieved and at the end of the lesson, the students must be able to do this so we follow that same method.

Teacher C: From the learning outcomes we will see whether students achieved the targets or not because we will assess. Every student will then have their own portfolios. I ask students' opinion about what to put in the portfolio and they have their some ideas, they have for example they will suggest to me bring some internet articles, from magazines, from newspaper, there I encourage them to insert in the portfolio, then we have about seven contents like the first page is about student's biodata, then the second folder is about activities, their tasks, and the third is the assessment marks where they have their marks, the rubrics and the most important is the student's reflection, if I have given them homework they will insert it in the portfolio and the notes from the internet, and others the test papers everything we will compile in the portfolio.

Teacher F: I distribute whatever it is they needed and I explained to them briefly this portfolio assessment is and you know demonstrate to them you know so that they understand what they are you know heading towards then I started off by giving simple activities you know like just reading you know poems so that you know they will at least know what they are expecting and after that I implemented it fully with all the assessment and the self-reflection afterwards and of course the internet search because my students they like internet so I encourage them to find materials related to the activities.

Portfolio assessment shows alternative ways for teachers to expose students to the learning outcomes which is crucial for student learning. The task of introducing the learning outcomes to students was not easy and for this reason the teachers distributed the self-assessment forms which outlined the learning outcomes for students to fill in. By doing so, the students could concentrate more on the tasks given during the lessons in the classroom. The findings indicate that the teachers' effort in introducing and exposing students to set the assessment purpose via the learning outcomes enable the teachers to confirm the knowledge and skills that have been taught and learned by the students. It was discovered further that it is very important for the teachers to support the idea of independent learning to the students and motivate them to be responsible for their own learning.

4.1.1d Explaining the contents of a portfolio

Apart from designing the assessment purpose from the learning outcomes the teachers pointed out that it was crucial to explain to students specifically about the contents of a portfolio before they could proceed to the other segments of the portfolio as shown in the following excerpt:

Teacher A: At the beginning, I feel difficult also to introduce this. But roughly after a few briefing and explanation, and giving them some examples showing them some guidance, more or less they can follow the instruction, they are able to do what I want and they have their own ideas. Even the students sometimes give me some ideas on how to do these activities, in different way, let's teacher do like a peer

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learning and also teacher-student learning and also self-learning.

Teacher B: Well, in fact I explain to them, what is a portfolio, what's the purpose, the benefits alright so when they understood and agreed and they wanted to give it a try.

Teacher C: first I give them some briefing like what I'm doing now I will assess them for 10 weeks where I will give them 10 activities and I will assess them once in a week ok according then, every students will then have their own portfolios.

Teacher D: First of all they need to have their biodata, they can decorate their files and it's up to them, then they can put their worksheets, homework, exercises. the portfolio assessment we need to like link to the objectives, it must it must follow syllabus, the syllabus and so everything must reflect the syllabus then ok then explain whatever topic that I'm going to teach that day so I will explain about it and we have discussion sessions ok we ask questions and then we discuss about the topic. So then to test their understanding I will give them the worksheet.

At the beginning, all the teachers faced some difficulties in explaining about portfolio to their students. The teachers solved this problem by giving the students some examples of portfolios and also some guidance. It was found that a clear set of instructions from teachers to the students facilitated students' understanding of portfolio. The findings indicate that introducing the concept of portfolio assessment to students entail several discussions with students to ensure they understand the purpose of having the portfolio, the reason for compiling different tasks in the portfolio and the criteria teachers use to grade the portfolio. Teachers allowed students to share their views pertaining to the activities that would be used in the classroom in different ways or in the form of peer or group discussion. The teachers showed some flexibility to students' needs and at the same time asserted their firmness about students submitting the assessment tasks during each classroom session. It was found that specifying portfolio contents requires careful thought including teachers' decision about materials that will be compiled in the portfolio, the tasks that would be used to evaluate student performance at the end of each lesson, evaluation forms and additional supporting documents.

The portfolio assessment is not only meant to assess students' growth in learning but it assisted teachers to improve and make crucial decisions with regard to their instruction. Three themes emerged:

- Teachers explaining the assessment procedures to the students
- Teachers evaluating the portfolios
- Teachers preparing the teaching and learning activities

4.1.1e Teachers explaining the assessment procedures to the students

The assessment procedures refer to the tasks, activities, tests and marks that would be used to evaluate student performance at the end of each lesson or lesson unit constructed; an evaluation form (self-assessment) was prepared for students to evaluate the task that they had done to enable the teachers to know what they had learned and the problems they faced in

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doing their work. Before that, teachers made it clear to the students that they have to be more organized in terms of compiling the assessment tasks for the portfolios. Teachers explained the contents of the portfolios to students and the marks awarded which would be added to their final examination. The following excerpt shows such an instance:

> Teacher C: first I give them some **briefing**, what to put in the portfolio then I ask **students' opinion** about what to **put in the portfolio** and they have their some **ideas we assess** them at the end of the lesson where we have the **rubrics.**
> Teacher E: I asked students to keep a portfolio individual portfolio whereby inside the portfolio they **compile all the worksheets** that I give them and there is a column where**they need to evaluate themselves**.
> Teacher A: **some percentage** of their portfolio assessment will be given marks for their finals or midterm.
> Teacher B: at the beginning of the year I find it they are quite **weak** in essay writing, so I thought by **using the portfolio** is would help them to improve in their writing and initially will **help** them to **get better** results in their examinations.

The teachers identified the assessment worksheets for students to complete. For each task a student completed, the teacher awarded one mark and for students who did not accomplish the assessment activity was just given reminder to complete the task. The teachers distributed worksheets to the students to help them master topic/skill taught for the specific week. Students were involved in group discussions, role-plays, and dramatizing act in the classrooms. Students showed interest in learning English as they participated enthusiastically in all the classroom activities. However, some students did not participate although the teachers tried to convince them to take part in the activities. This was the teachers` strategy to make students involved in group discussions and provide opportunities to speak and answer the assessment activities as the students were aware marks would be awarded if they participate as shown in the following excerpt:

> Teacher A: portfolio assessment is where **students will be assessed** on what they have learnt, let's say, the **topic discussed**, or **after discussion**, they will do the **worksheets,** they answer some questions or they do some **extra activities** and the **activities will be assessed**, will be checked whether they answer the questions correctly or not, and how they answer and they will be **graded**, they will be given **marks** for that. That is assessment.
> Teacher B: portfolio is something give **work to the students**, where they will put it in the files, and then I will do the **assessment**. What I'm doing with my students is I give them writing. I would like to **assess** them in writing. So, each time I give them a piece of writing, they will do the work and then after that they will put in a files and then the I will **assess**, I **grade**, I **grade** what is this, I give the, I **grade** them, and then after that I will do **reflection**, I will call them and then I will tell them what are the mistakes that they are doing, and then this will help them to **improve** in their next writing, besides that, I will also ask them to do **peer assessment** whereas their friends will give their work to the friends to assess and find out the mistakes or comments through their friends so this will **help them** with their work where they

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improve.
Teacher D: They can **discuss** with their **friends** and then they can **share their thoughts**, they can share the information about the topic and then they do the exercises on their own ok after they have discuss it, so they **do on their own** and then after a certain a certain time after we set time ok and then they will like **exchange the paper** and then **check** and ask their partners to check their work, ok and then the most important thing I find it very interesting is when they can like ah they can **write motivational words** for their friends.

The teachers provided feedback to students after reading their self-reflection in the class. They spent some time with students explaining thoroughly on ways students can improve learning based on the topics the teachers had taught. Students were given many opportunities to speak and share their ideas about the assessment activities the teachers gave them in the classroom. Such an instance is shown in the following excerpt:

We have **self-assessment** and **self-reflection**. For self-reflection I think really interesting because we don't have something like that before and we can it's like it's our own personal diary. If you have any problems in the lesson, the **teacher is going to read** it and she's going to **solve our problems**. **She will call us** and **ask** us if our problems and **talk** to us. To assess ourselves and for the teacher to know better about you and **problems** and she can **solved** our problems and she knows what is our **weakness** and **our strengths**. The bond between the teacher and students is **getting better** by **using the self-reflection**. And because sometimes students might be **shy** to talk to the teacher and she or he can write it his or her **self-reflection** so that the **teacher can read** it. (Student interview, Group A)

The student's comment shows that she assumed responsibility for her own learning. She realizes that she could perform better by sharing and informing the problems she faced in learning by reporting it to her teacher. The student's comment revealed that the student has improved in her learning and was able to distinguish her strengths and weaknesses in learning. The teacher played her role as a motivator always provided alternatives to the students to facilitate learning. This kind of feedback from the teacher indirectly motivated the student to learn. The student did her best to learn on her own and only resorted to getting the teacher's help if she encountered any difficulties. Furthermore, the teacher generated positive feelings in the classroom by giving the student the responsibility to complete the assessment task given. The findings indicate that it is natural for the teachers and students to share a special bond through the self-reflection in connection to the learning tasks, with some positive support and motivation from the teachers. Students appreciated the help extended by the teachers to them. It was discovered that teachers play a crucial role in motivating students to share the problems they faced in learning. Although it is not easy for students to be reflective about their learning, the teachers can assist students by encouraging them to write their reflection weekly basis.

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4.1.1f Teachers evaluating the portfolio

The portfolios were collected and evaluated by the teachers after completing the assessment tasks before the final examination to record each student's progress. For this purpose, the teachers awarded 20% for the portfolios which would then add to the final examination scores. An evaluation form was prepared for students to evaluate the task, activity or test that they had done to enable the teachers to know what they had learned and any problems they encountered in doing their work. The form was short and simple for students to fill in at the end of each lesson. Teachers used the assessment tasks to evaluate student performance at the end of lesson. The following excerpt shows such an instance:

Teacher A: I have decided to get **20% of their final exam marks** and **will be assessed** based on their portfolio whether they have completed it or not whether how good is their portfolio and so on so everything will be taken into and **we will grade them** and **based on their assessment** and **give them marks 20% for their final**, this is for their **own benefit.**
Teacher B: I will also ask them to do **peer assessment** whereas their friends will give their work to the friends to **assess** and find out the **mistakes or comments** through their friends so this will **help** them with their work where they **improve**, they do the **peer-checking** and one more is they do their own **assessment** and which is called as **self-assessment**, where the students can grade, what grade they can get, so this also helps them, ah in the following work.
Teacher E: at the end of the lesson the students need to write their **self-reflection** so here they need to **comment on the worksheets** that I have given them the worksheet can **help** them to **understand the lesson** for the day and now they need to the next they need to **give comments about their friend's presentation** and now in terms of writing and the last one is the **self-reflection** ok about ah **teacher's teaching method** so from here as a teacher **I can also improve my teaching.**

Teachers checked and marked all the activities submitted to them and read student self-reflection. Then, the teachers would provide feedback to help students improve their work. All the works submitted to teachers would then be returned to the students to be kept in their portfolios. Finally, all the students' portfolios will be collected and graded to see their overall performance in the classroom. The portfolio assessment is not only meant to assess students' growth in learning but it assisted teachers to improve and make crucial decisions with regards to their instruction.

4.1.1g Teachers preparing the teaching and learning activities

The findings of the study indicate that the implementation of portfolio as an assessment tool led to interesting teaching and learning activities to assist students in attaining the learning outcomes. The students' works that are assessed are the tasks related to the daily teaching activity. Portfolio assessment is thus integrated with teaching. Teachers prepare the assessment tasks matches the learning outcomes so that they can come up with exercises to evaluate what is taught after each lesson. The following excerpt shows such an instance:

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Teacher I: Yes, there is an **improvement**. Ok I give them, I **taught** them a **lesson**, ok from the **syllabus** from form one, ok from there I, from the **syllabus** there is a **learning outcomes.** From the **learning outcomes** I **design the assessment purpose**. And fromt hat, I try to **plan the activities** for students learning in the classroom. Ok then, during the activities I **encouraged students to discuss or share their ideas**. From there, I know either **they understand or not**.

Teacher D: we need to whatever the want to do the portfolio assessment we need to like **link to the objectives,** it must it must follow the *huraian sukatan* (**the syllabus**), the **syllabus** and so everything must **reflect the syllabus** then ok then **explain explain** whatever topic that I'm going **to teach** that day so I will **explain** about it and we have **discussion sessions** ok we **ask questions** and then ah we **discuss** about it about the topic then ok so then to **test their understanding** I will give them the **worksheet** and then ok so I will **explain** how to go about it about the **worksheet** and the then they do it, they can **discuss with their friends** and then ah they can **share their thoughts**, they can **share the information** about the topic and then they **do the exercises on their own** ok after they have **discuss** it.

Teacher H: I give them **a task** to do right. And then from that, I **collect** their work, and I **mark** their work, and then I **grade** the work. And then I want them to **improve** on their work so I asked them to **do corrections**, so they will have their first **drafts,** second **drafts**, and so on. And then sometimes in between I ask them to **assess themselves** so they do **self-assessment** and sometimes from the **activities** and the **task,** they do the **self-reflection, they reflect on their own work.**

Teacher A: portfolio assessment is where students will be **assessed** on what **they have learnt**, ok, let's say, the **topic discussed**, after **discussion**, they will do the **worksheets**, they **answer some questions** or they do some **extra activities** and the **activities** will be **assessed**, will be **checked** whether they **answer the questions** correctly or not, and how they **answer** and they will be **graded**, they will be given **marks** for that.

The tasks created by the teachers for the students are deemed necessary because they guide students' learning. Students were told that the assessment tasks reflect the learning outcomes. Therefore, students followed teachers' instruction to complete the assessment tasks distributed. Teachers encouraged students to examine each piece of the assessment task done to know how well they have learned, the mistakes they have made, and how to overcome their weaknesses. For poor students, they can improve by working with their peers or the teachers in the classroom. Tasks and activities of different skills are combined to provide students an opportunity to practice the language, communicate with the peers, exhibit multiple forms of intelligence and reveal students' real abilities. Hence, portfolio tests the whole spectrum of knowledge and equips students with competences which they require for lifelong learning.

4.1.1h Teachers adopt an ordered manner in implementing portfolio as assessment tool

The teachers had to explain about the purpose of portfolio assessment to the students so that the students know in advance what is expected of them. By doing so, students would take the responsibility for developing the evidence that will come in the form of worksheets, assessment tasks and other materials related to their learning. The teachers created opportunities for students to participate in the group discussion and also to voice their views in the classrooms so that students can demonstrate and share their skills, knowledge and experience with the other students in the classrooms. This activity allowed teachers to assess the ability of each student in terms of their language competency and also proficiency. Teachers encouraged students to engage in some self-assessment and self-reflection activities

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so that they can monitor student learning. Teachers adopted an ordered manner in implementing portfolio as an assessment tool which would be the five stages as follows:

- Assessment purpose
- Collection of evidence
- Evaluation of evidence
- Reflecting on learning
- Assessment decision

4.1.2 Major considerations at each stage of implementing Portfolio as an assessment tool

For each stage identified by the teachers it was observed that the teachers considered the guidelines and the criteria would provide a clear picture to the students to integrate understanding about the portfolio assessment which are discussed in detail in the following section:

4.1.2a Assessment purpose: Developing assessment purpose based on the learning outcomes

The major consideration for assessment purpose was in developing the assessment purpose based on the learning outcomes. All the nine teachers agreed that they were involved in deciding the assessment purpose before they could start implementing portfolio assessment for their students. The assessment purpose is developed based on the learning outcomes in the syllabus as shared by the teachers in the following excerpts:

Teacher A: we have to follow the **lesson plan** and we also have created our own **learning outcomes** based on the **activities** that we have prepared.
Teacher I: Yes, there is an improvement. Ok I give them, I taught them **a lesson**, ok from the **syllabus** from form one, ok from there I, from the syllabus there is a learning outcomes. From the **learning outcomes** I **design the assessment purpose**. And from that, I try to **plan the activities** for **students learning** in the classroom. Ok then, during the activities I **encouraged students to discuss or share their ideas**. From there, I know either **they understand or not**.

4.1.2b Preparing the assessment tasks

The teachers discovered that there were many weak and also some good students; to improve their learning in English, the teachers prepared worksheets to monitor students' progress in learning. The teachers' scrutinized student's learning in English by recording marks obtained in each worksheet. Furthermore, the teachers noticed that good students who were good at writing were unable to speak confidently because they were too dependent on their teachers for translation and lacked the confidence to share their thoughts in the classroom.

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All the nine teachers prepared the types of assessment task or activity based on the learning outcomes to be achieved. In short, the teachers designed the activities or tests that would be used to evaluate student learning.

Teachers' use of the learning outcomes to design the assessment purpose helped students to focus and set their goals for learning. The goals for learning refer to students' ability to acquire or master topics in which they are weak. When students cooperate with teachers to achieve the assessment purpose through the assessment tasks, this revealed that both the teachers and students share a reciprocal relationship. Thus, portfolio assessment may become more of a collaborative work than an individual one. The following excerpt shows such an instance:

R: How do you know learning is taking place? **Activities like doing informal letter, like the map, pie charts and others.**
R: Any other activities that you do your teacher gives, is there any other forms that she gives you. Yes. She helped me how to do this, she **gives the self-assessment guide**, she tell that what I liked the best about this piece of writing, tell her about the project I liked the most, the most important part of the project was,
R: What was the most important part of your project? **Grammar. So I was most successfully at** …
R: What are you most successfully at? When **do the introduction.**
R: Do the introduction. Ok what else? The one thing I learn from this project is how to a formal letter. **I would assess my work basedon this project**, like, so one thing **I need to improve in my writing** project is **one goal** is I would like **to focus** is…
R: So you have a goal?**Yes**
R: What is your goal? **My goal is to improve my grammar**… (Student interview Group B)

4.1.2c Setting the assessment goal for students

The student stated clearly that she was aware of her teacher's intention of asking her to participate in the activities conducted by the teacher. The teacher had given the self-assessment guide and asked the student what she felt about the project which she had worked on. The student shared that grammar was an essential element for writing and she was most successful at producing the introduction part in her writing. The finding suggests that portfolio encourages students to consider the assessment goal which they want to improve and achieve. This information helps the teacher to document how far a student has come. The goal set by the student showed the effort the student put in to improve her grammar. Teacher's decision to come up with assessment purpose for portfolio assessment informs students that they can also propose their own goals for learning which can help students to become better learners.

4.1.2d Collection of evidence: Getting students to collect their evidence for learning

The second major consideration was collection of evidence in which the teachers had to teach the students to collect their evidence for learning for the portfolio. The teachers reported that there was a need to collect evidence to monitor students' progress and achievement in

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learning. The evidence of learning included the assessment tasks teachers give after each lesson, self-assessment and self-reflection. The self-assessment conducted with the students function as a means of informing the teachers regarding students' ability in comprehending the lesson taught and also enhances students' language learning. The self-reflection is a platform in which students can write and share with teachers the problems they encountered while learning in the classroom.

4.1.2e Producing the self-reflection

Not all the students were able to produce the self-reflection as it required them to write and express their feelings, anxiety, strengths and weaknesses with regards to the lessons taught by the teachers.

4.1.2f Collecting materials from other sources

Teachers encouraged students to contribute materials or other resources from the internet, magazines, reference books and notes to enhance knowledge pertaining to the topics assigned. Teachers allowed students to contribute some materials and in this manner they get to hear students exchange ideas verbally with one another, identify students' needs and problems in learning so that they can modify their teaching styles to make learning more meaningful and interesting. The teachers distributed extra activities to the students which they had compiled in their portfolios as shown in the following excerpt:

Teacher H: I give them **homework**. After some time, after I gave them some few homework, then only I give them another **set of questions** where they have to **do on their own**. Then, I **grade** on their **work,** I **grade** their **work**. So, from there, I **make** them, I **make**, I **make** them **keep them in the files** so I can **collect** them, then they if they make **mistakes** so they have to do the **corrections.**
Teacher I: so portfolio is a collection of students work such as their **homework, notes, question papers**, and we **keep** it in a **file** as an **evidence** to show the that **learning process** has taken place. While the portfolio assessment is more on **giving students a task** after a lesson had been **taught**, and then they are **graded**, example I gave them **activities** after a **lesson**, and the after that I **grade** them according to the **lesson** given to **activities** given and then we put it inside the file.
Teacher D: usually I give them the **activity** is like **worksheets.** Then, mind-map, I asked them to do after **lesson** had been **taught**. Then, I give them **activities**. Then I will **ask them** to put the mind-maps, notes given, **activities in their files.**

4.1.2g Students collecting evidence for learning

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Teacher H gives homework to her students before the students were instructed to do assessment tasks. Next, the teacher gives students a set of questions which the students have to do independently. The work completed would be then assessed and graded by the teacher. All the work done by the students are then compiled and kept in the file. By doing so, the

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teacher is getting students to collect evidence of learning for students in which she can record and track the progress they made in learning.

The students were allowed to choose the best work with the highest marks which display their ability in a certain topic. Next, the activities had to be evaluated by the students and students had to write in their self-reflection to indicate how much learning has taken place and the problems they encountered while doing the activity. Students were required to collect and compile other activities which reported on their development in learning from time to time. At the same time, the teacher permitted students to compile notes or other related information for specific lesson of the day. This revealed that the students were also given an opportunity to be involved in the decision making specifically in collecting materials from the internet, magazines and other sources to make learning more meaningful. Homework was also considered as a part of collecting evidence for the portfolio as one of the teachers had taught writing found that her students took longer time to write. So, the students were allowed to take the writing back as homework and they had to submit the following day. As a result, the teacher started giving personal attention and more feedback to students who had difficulties in grammar, constructing sentences and writing the introduction of an essay to improve their marks.

4.1.2h Evaluation of evidence: Teachers examining evidence collected by the students

The third major consideration involved the evaluation of evidence in which the teachers will examine the evidence collected by the students for the portfolios. The portfolio provides criteria for the identification of student achievement in learning which will improve the teaching and assessment process for the teachers. The teachers interpret each student's ability based on the marks given for each activity in the portfolio, students' individual performance, and also their personal contribution in terms of delivering and sharing of ideas during discussion in the classroom. The evaluation form provides some valuable information in terms of how students acquire learning in the classroom. The following excerpt is an example on how student obtain marks for their portfolios:

> **Mark** is given for our **portfolio assessment** not for portfolio. The **teachers** will **help us** giving **notes** for the **portfolio assessment** and we do the **worksheets** that she gives and that are how we **obtain the marks**. (Student interview Group A)

4.1.2i Scoring criteria for students' portfolio

The student shared that the teacher does not only teach but she also provides notes for the portfolio. Teacher gives marks to the student based on the worksheets completed. Teachers awarded 1 mark for the assessment tasks submitted. Teachers reminded the students to submit the portfolios before the final examination so that they could grade the portfolios. The teachers allocated 20% for the portfolios which would then be added with the final examination marks. Although teachers mentioned in their interviews about awarding each mark and also allocating 20% for the students' portfolios, the scoring criteria for each part for

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the portfolios was not revealed to the researcher. The following excerpt shows such an instance:

> Teacher A: For my class I have decided to get **20% of their final exam marks** and will be **assessed** based on their portfolio **whether they have completed it or not** whether how good is their portfolio and so on so everything will be taken into and **we will grade** them and **based on their assessment** and **give them marks 20% for their final**, this is for their own **benefit.**

It is important for the teachers to come up with the scoring procedure to be used to evaluate portfolios. The scoring criteria involves making decisions about how to deal with the various aspects of the portfolios including the student personal information, assessment tasks, notes, the skills that they want to test.

4.1.2j Reflection on learning: Students reflecting on their learning

The fourth major consideration was reflection on learning in which students were asked to reflect on their learning to show their understanding of the lessons taught. All the teachers did self-reflection with their students except for [teacher I] who did not carry out the self-reflection with her students due to time constraint and students' inability to write well in English. Student's self-reflection help teachers understand and observe their problems in learning. The teachers concurred that majority of their students were able to express their difficulties in learning English and agreed that portfolio assessment had motivated them, made them more responsible and had made them more confident. The teachers shared that students reflected that they still needed teacher's assistance in explaining and giving more information about topics that they have learnt in the classroom. The teachers admitted that the main purpose of students being in the classroom was to study for examination and memorize what they have learnt and then regurgitate it in the form of writing during examination. The following excerpt shows such an instance:

> Teacher E: I can **evaluate** the students on the spot immediately after the lesson **instead of waiting for their marks in exam** and advantage for students I think one is that they can **improve their writing skills because in the self-reflection they really need to write** something, at first I saw most of the **students they have difficulty in writing** only one or **they cannot express themselves in writing** especially in English **they just wrote one** to **two sentences** but from time to time **I can see their self-reflection become longer** ok **like one paragraph** and now try to **encourage them** to **write longer** in future and more **advantage** to students is that besides **commenting on their friends** they can also **evaluate themselves** so **good way of learning instead of teacher-centered kind of learning** and this is **more of student-centered** and I think students will **enjoy** their lesson better and they would **learn better if they love the subject.**

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The teachers realized that the examination-oriented system had placed great emphasis on students being so dependent on teachers and students focus purely on how to answer exam questions and they pay less attention on every day or daily lessons. Therefore, teachers felt there is need for students to reflect on the lesson taught and also the activities given so that teachers can identify student strengths and weaknesses and provide some necessary feedback to overcome their problems in learning as displayed in the following excerpt:

> Teacher D: Ok after each lesson they will like do a self-assessment, they will do their own self-assessment and then they will do the **self-reflection** what **they have learnt** so it's a kind of a **good way for them to learn and for the teacher to know whether his or her teaching is effective or not**.
>
> Teacher E: most of our students only study for the sake of getting good results in examination so they often forget about other skills that are also important specially like creative and critical thinking and they are also focus on writing ok so based on my experience as I think most of the students ah they can really get good results ah in exam A, in English exam A, examinations however when it comes to listening and speaking they are not really good ok and it shows that these students are really study only for the sake of getting good results in exams so as an English teacher I realized that speaking and listening also are very important especially for the future.

Reflection becomes an episode of learning in which students will write and reflect aspect of learning in the classroom. Moreover, teachers felt that they have to provide feedback to students based on their reflection so that students can be engaged in the assessment process. It is through the students' self-reflection the teachers will understand how much assistance and guidance students need to improve their learning. Students wrote in the reflection how each assessment task answered assisted and improved their learning as shown the next excerpt:

> Yes. It do **help us to learn**. Example if you **don't understand** something ok, **self-reflection is like a medium for students to tell the teacher what their problems** are. So that **teacher** can **help** them. So yea its very **helpful**. **Self-reflection** is a like **a diary**. If I **don't understand** any of the **words** anything then **I will just wrote** in there and **teacher will explain** to us again and **self-reflection is like giving a comment** about other person or maybe your teacher. And also the **self-reflection make us reflect what we do that day**, what **activities,** so it keeps the thing, the things are will be **kept in mind** what **we learnt so it really helps us.** (Student interview Group A)

The student mentioned that the self-reflection helped her to learn better and its serve as a medium for her to inform the teacher about the problems she faced in learning. Students' difficulties in understanding topics taught in the classroom are transformed and written in the form of self-reflection so that the teachers can find the alternative to solve the problem. The student further stated that self-reflection is a like diary in which she shares and tells everything to the teacher. For example, her inability to understand certain words is then

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written in the self-reflection and the teacher assists the student. The self-reflection allowed students to reflect on lessons taught for the day, activities that had been carried out and store the information in their minds. In short, students are responsible for reflecting on their learning and development over time. The self-reflection teaches students responsibility for recording their thoughts about learning in the subject. It is based on the premise that writing contributes to deeper learning and engagement with a subject, since it gives students the opportunity to clarify and reflect on their thinking.

4.1.2k Assessment decision: Teachers making assessment decision based on the portfolio

The final major consideration was on assessment decision in which the teachers would make decisions based on the portfolio to evaluate students' performance in learning. Teachers disclosed that they were able to make decisions about students' learning based on the self-assessment, self-reflection and feedback obtained from the students. The teachers reported that students have to participate actively during the portfolio assessment process so that the learning can be more meaningful. Portfolio assessment transforms the role of teacher away from generating comparative rankings of achievement via examinations and toward improving student achievement in a formative manner. Teachers were able to make decisions not only about the assessment of their students but they were able to improve their teaching. The assessment assists teachers to evaluate their own teaching and help them with instructional decisions. Similarly, the assessment activities provided by the teachers for students allow them to be engaged in evaluating their own learning, help them reflect on and understand their own strengths and needs as mentioned in the following excerpt by the teachers:

Teacher B: **Students** want to **improve** their **writing, sentence construction, vocabulary, grammar.** I am able to **see the improvement** now, with **portfolio** I have **created interest** in **students to write.**
Teacher F: **Students** are able to **give feedback** about what they **prefer to learn** and I do this by giving **them extra activities**, students are **free to express their opinions** and I can **improve my own teaching.**

Planning and implementing portfolio assessment requires extensive planning and a great amount of learning resources. Teachers after implementing portfolio assessment in their classroom realized that they were able to group students to different groups categorized as weak and good students. For the weak students the teacher provided more remedial activities and for the good students the teachers come up with more enhancement activities. Portfolio assessment benefited both the weak and good students. Teachers are aware that each student has different ability, what students should learn and be able to do, setting goals of learning that will be assessed and the criteria involved that will be used to assess. Therefore, teachers can improve teaching and learning with proper planning and assessing becomes easier with practice and experience.

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4.2 ESL students' response to portfolio assessment being used in the classroom

The students showed mixed response toward the portfolio assessment used in the classroom. The need to examine students' response towards the portfolio assessment would inform teachers about students' needs in learning, the problem they faced using portfolio for assessment and learning and from here the teachers can guide students to ensure that assessment given after each topic deemed necessary. Six themes emerged from the findings. Five themes demonstrate student positive response towards portfolio assessment and one theme demonstrates student negative response towards the portfolio assessment as follow:

- Students notice the potential of using portfolio to improve their learning
- Learning to assess
- Changes in student attitudes
- Learning through reflecting
- An increase in student motivation
- Student inability to understand self-assessment and peer-assessment

4.2.1a Students notice the potential of using portfolio to improve their learning

The students noticed the potential of using portfolios could improve their learning because it enables students to think critically and independently. Portfolio assessment gives students the opportunity to be actively engaged in their work and they understand the purpose of doing it. In the following excerpt, the student explained that he was able to inform his teacher that he could learn more and get better knowledge. The student explained that the self-assessment that the teacher had conducted in the class assisted him in performing better in poetry writing. The student shared that he disliked doing short stories in the English Literature component but after the teacher exposed him with the activities and assessment tasks integrated with the portfolio, he could comprehend better. This was because students had to explore additional materials such as sourcing from reference books or the internet besides the assessment tasks and notes given by the teacher so that the students could have some background knowledge to make them learn better.

> I **told teacher** that I **learn more** and I **get better knowledge** on this self-assessment so **it helps** me a lot on doing this poems and others.
> How about you?I use an example here, like story in the midst of hardship, in the self-reflection at first I told that **I don't like the story** and **I don't know how to do it** but after **refer to books** and **the help fromteacher I can understand the story** in more detail about the story.
> (Student interview Group E)

Although the student realized that the portfolio assessment used in the classroom helped him to capture, reason and apply his learning rather better than just tell the teacher what he knew, the student in the excerpt had a different view:

> Motivation. Do you feel motivated to learn English using portfolios? I think **it's kind of 50 50** because it I think that actually **depends on ourselves.**
> If you think **if you put effort and if you don't put effort it doesn't work.** Yea. **It also should come from the students and its not only the teacher.** (Student interview Group E)

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The student had a different point of view as he shared that 50% of the effort should come from the student and the other 50% from the teacher. The student felt that it all depended on the students' effort in making the use of portfolio successful and not just by being dependent on teachers' explanation.

4.2.1b Creating and compiling materials in the portfolios

Creating and compiling materials in the portfolios made the students realize their responsibilities toward learning. The materials students collected and compiled in the portfolio were discussed, marked and graded by their teachers. The students shared that the activities carried out during the portfolio assessment were very meaningful as they helped them to improve their learning for the English Literature component. Students' improvement in learning included their ability to describe time, setting of the story and also narrating confidently with some help from the teachers. Students' ability in understanding, sharing and describing about what had been taught indicated teachers' effort in preparing students to perform or do something without feeling inhibited. The following excerpt shows such an instance:

> -the **activity /task provided** by the teacher is different than other which is much easier to understand.#rashid-self-assessment activity 1#
> - I **can understand** each stanza better by **answering questions** #self-assessment activity 3#
> -because **the activity makes me able of describing the time**, the setting of the story and **I can narrateconfidently** with a little bit of teacher's help #self-assessment activity 4#
> -i **can understand** the characters better by describing……with my friends & help of

These comments provided by the students in the self-assessment form revealed the potential and benefits of using portfolios. They also demonstrate how portfolio can provide a continuous picture of students' progress specifically in their ability to articulate what had been taught in the classroom. The learning interest of the students shifts from time to time as portfolios provide a broader picture of students' progress and give teachers some ideas about what students know and can do on a variety of measures. As described above, portfolios provide a rich source of information because they can include documentation of a student's educational background and multiple examples of student work. The teachers provided guidelines for portfolio compilation so that the students can create the portfolio based on what the teachers have prepared.

4.2.1c Learning to assess

Students shared that it was not just about the portfolio that they created and compiled activities as instructed by their teachers. They realized that there was more when their teachers exposed them slowly to assessing the activities independently with a form in which the students had to indicate what had been taught was clearly understood by them.

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4.2.1d Assessment tasks for portfolio

The task which required students to assess their learning was not easy as students felt uncomfortable because they were unsure on the aspects to assess. The task to assess learning was conducive to English learning as the students had the opportunity to access the learning outcomes for the topics taught.

> To **assess ourselves** and for the teacher to know better about you and **problems** and she can **solved our problems** and she knows what is **our weakness and our strengths** .
>
> **The self-assessment is like a worksheet**, these are papers that have some **columns** like for example, I can understand this poem better and **if you can understand it better** just put it a tick on it so **it has more element in it and then it helps us**. Whenever **we don't understand** something just **write it and then we have a lit bit of feedback** that we received through it. So that's how.
>
> It is also the self-assessment that it **motivates** it and **gives us more confidence** whenever we do our work, **we tend to have this motivation from the assessment so that we can strive better.**
>
> (Student interview Group A)

The teacher exposed student to assess learning through the self-assessment activity in which the teacher provided columns for the students to tick to enable the teacher to know the weak areas in their learning. The student would tick the columns to inform his teacher that the lesson taught was comprehensible. If the students were unable to understand the topic taught for the lesson, they would then write about their inability to follow the lesson specifically. So when students get involved in the self-assessment to assess the assessment tasks, it provide some information to the teachers about students' perceptions and reactions to the class, the material, the subject matter, or particular activities. Students shared that through portfolios they were given both individual and group work to do, the projects that the students had to accomplish and also the assessment that they had to do. The students found portfolio easier as they did it every day. As contrary to the monthly tests, the students studied only when they knew they have exams. Although the students did not emphasize that they prefer portfolio assessment more as compared to the monthly test, they were still able to distinguish the difference between portfolio and monthly tests. The task of portfolio demanded the students to revise and check their portfolios every day and when the students did this, a sense of responsibility came into view which students knew would benefit them directly. Students put in their effort to do the tasks given by their teachers for the portfolios because it involved marks which would be then accumulated for their final examinations. This shows that students do not only revise for the examinations but they also study and work hard every day toward achieving the accumulated grades via portfolios for the final examinations. However, simply collecting tasks is not enough to make a portfolio useful for evaluation; exposure to self-assessment by the teachers and student self-reflection are necessary as well. The following excerpt shows such an instance:

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I think my **teacher** is very **interesting** and she is very outgoing and cheerful person so I think I'm grateful to have her as my teacher. I think we our **class very advanced** you know **in learning** and because **the previous learning** where **the paper and pencil kind of test like is very boring** and we if **we use this continue to use this as to learn through** this, I think it is very **good.** It **will improve our English** more, it makes **our English becomes better.**

Yes I do. Because we use **the normal exam with the pencil** and stuff, it actually **we don't really learn anything** from that **we just read book and then we let all out.** If we use the **portfolio** actually **teacher just give us the notes and we answer** it on that time.

Yea I agree because **test examination test** is usually the **students always study for grades** and then **we don't care whether we do understand what we are learning.** So through this **portfolio assessment its more focus on how we adapt ourself, how we learn** and **collect the information rather than focusing on too much grades.**

Yes I agree. Usually **exam takes time** you know more time. So I think by using this portfolio assessment **we can save time and also improve our learning** by doing all sorts of **activities, worksheets, notes.** (Students' interview Group A)

4.2.1e Students sharing their experience doing the self-assessment

Students divulged that they were asked to do the self-assessment by their teachers in the classroom. Although the students were not familiar with the self-assessment task, they still tried doing it by filling in the forms distributed by their teachers. Some students gave different ideas about the self-assessment based on their own understanding as shown in the next excerpt:

Do you know what self-assessment is? How do you the self-assessment? Can you explain how you all do? We will **write** ourselves, and the **teacher will check** it and **we make corrections** then when everything is right, we make the other one.
Ok, so how about self-assessment, when do you do the self-assessment? **After completing certain projects**.
Ok what do you do in the self-assessment? What do you write? It **depends on the questions**, maybe if the question ask, what did you **learn**, so **the benefits** and the **benefits** and **how I improve**. (students flipping their files). (Group H)

Students shared that after doing each task given by the teacher in the classroom, they would submit the task to their teacher. On the other hand, the teacher checks the task and returns it to the students for them to do the corrections. Upon doing the corrections, the students were then allowed to move on to another task. Students did the self-assessment after completing certain projects although they did not mention the types of projects; it basically involved the types of questions or tasks teacher gives in the classroom. The self-assessment questions include what students have learnt; the benefits and how they have improved as shown above and also in the following:

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1) What I like best about this piece…
2) When I look back at the project, the part I most enjoyed working on was…
3) The most difficult part of the project was…
4) I was most successful at…
5) One thing I learned from this project is…
6) I would assess my own work on this project as (outstanding, good, fair, weak)
7) One thing I need to improve in my next writing project is…
8) One goal I would like to focus on in the future is…

The classroom observation data revealed that not all the students participated in the self-assessment activity. Most of the students did self-assessment by referring to their friends and some sought some assistance from their teachers. Although the teachers distributed the self-assessment forms which were designed based on the learning outcomes, the students still faced some problems in digesting the information and meeting expectations of their teachers. This could be attributed to students being exposed to the examination culture in which only the teachers assessed their learning in the form of monthly or year-end examination; under the traditional examination-oriented system students were not given any type of training or exposure on how to self-assess, and they still preferred their teachers to assess their work as they were aware of their teachers' power or ability to assess the learning. The following is an example of the how the student felt about assessing his own work:

R: Do you know what is happening in the classroom for this portfolio assessment/the school-based assessment? Do you have an idea what is happening? Are you comfortable with it? Do you like it?
S: **No.**
R: You don't like it? Why?
S:Because if we exam PMR you did, and then they will give the marks but the PBS they will try again and again and again.
R:Why is that they try again and again.
S: Until you get. So you get band 1 or band 2. Aim for the highest. **But I prefer the exam style.**

The student above mentioned that he still preferred the examination in which the teacher will assess and report the marks. He shared that in exams, the teacher would reward marks but when it comes to school-based examination (in which the student compiles all the tasks in the portfolio) he had to do and submit the tasks again and again until he reached the bands expected.

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4.2.1f Changes in student attitudes

Students showed more positive attitude toward the use of portfolio in the classroom. Teachers mentioned that not all the students showed co-operation and willingness to create the portfolios as students had to be conscientious in their effort to compile learning activities from time to time (observation note).

- Students sharing their liking towards the portfolio

One of the students admitted that at first, he did not do the class work as he was very lazy but he realized he had improved gradually by following his teacher's instruction as shown in the following example:

> Yes. Before this **I'm not doing work, I'm very lazy**, then now **I have improved**. (Group G)
>
> I think that one is **depend on ourselves** I think because the portfolio is just help, but **the main thing is ourselves**, if we do it then I think it would be better. In the sense of like when the teacher gave us portfolio **we just do it and understand** it in the class but eventually **we have to go home and just read it on it better the more to help us to understand it more better.** (Group F)

An interesting point revealed by another student from Group F which he shared was that the individual student has to be responsible for his or her own learning when it involved portfolio. By just the teacher giving input and raising students' self-awareness about portfolios in the classroom was insufficient as students have to put in more effort to understand the portfolios beyond the classroom. Beyond classroom means the work and responsibilities of preparing and updating the portfolio after school hours. The effort includes students adhering to teachers' instruction of what goes into the portfolio, the tasks assigned for students to complete, and material from the internet as agreed by students, and assessment activities carried out in the classroom as shown in the following examples:

> I think **teacher** always **do the best** for us. She always she **started giving us worksheets** like portfolio and then **feel it kind of fun**. (Group G)
>
> I put all the **activities** and the **worksheets** that my **teacher** has **given to us and to keep it safe**. (Group A)

4.2.1g Learning through reflecting

By doing the exercises given by the teachers, it served more like a challenge for the students to answer the questions. They shared that they were able to understand the characters well after the teachers had explained. The students were able to relate and imagine what happened in the poem by using their sense of imagery. The students even wrote informing their teachers that they could not understand the presentation by their friends as they failed to do the expression. The students wrote in their self-reflection that they were able to learn the

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lesson from the poem that humans should learn to accept problems in life with a positive outlook without feeling despair.

The students mentioned that via the self-reflection they could inform their teacher how they have learnt. An example from the student's self-reflection revealed that the activities they were involved in helped them to gain more knowledge and allowed them to learn through experience and also their background knowledge. Mistakes students make during the activity were rectified with the help from the teacher and also friends.

Besides that, the students divulged that the activities in the portfolio were very helpful and useful because it helped them to improve their grammar and also identify mistakes to do the corrections. So they knew that activities in portfolio assessment benefited them in terms of gaining more knowledge and improving their grammar. Not only that, the activities induced in the portfolio assessment helped students to improve their pronunciation skills as the teacher instructed students to recite poem with feelings, correct pronunciation, stress, and rhythm so that they could have a better understanding of the poem. The following is an example of the student's comments extracted from their self-reflection:

> At first **I learn by myself**, then, my **teacher checks and I do the correction. I learn** it **through my experience and background knowledge**. (Student A)
>
> Writing compositions via answering 'WH' questions and **rewriting it by correcting errors identified by my teacher is very helpful and useful.** (Student B)
>
> **I learned from teacher, she identified mistakes** and **I also learned from friends that I didn't understand** (Student F)
>
> **I have completed this project with my teacher, friends and family's help.** (Student G)

Teaching via portfolio assessment had contributed to a conducive learning environment and as a result the students enjoyed the English class. Students have made connection between the teacher and her teaching style and how their teacher's teaching method greatly affected their level of confidence and motivation. Most of the students said that the teacher used various teaching methods or ways such as group work, role-play which involved interaction and discussions among students. All the work that they did in the class was put in a file or portfolio; this shows the extent of portfolio use and explains students' response toward the portfolio assessment.

4.2.1hAn increase in student motivation

Portfolio assessment increases student motivation for learning as they often enmeshed in constant self-reflection and self-assessment. Students do not just put the material into the portfolio, they have to reflect upon the material, what they learned from the worksheets, and

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why are they placing the material into the portfolio. The students described that if they do not understand something, self-reflection serves a medium and a diary for them to tell the teacher what their problems are. After reading student self-reflection, the teacher would then provide some feedback to problems students face in learning by giving some alternatives in the form of remedial activity. The following excerpt shows such an instance:

GROUP A : self-reflection as a medium for teacher and students (S2), self-reflection is like a diary (S5)
GROUP D: '.....**like the feedback as it motivates them** (S1)
GROUP B: 'I write what **I can improve in my next project and one goal that I target'.** (S1)
GROUP F: ' assessing the worksheets'. (S4)

As for negativity towards the portfolio assessment as responded by the student, three factors were identified as the followings: students' inability to understand self-assessment and peer-assessment, time and financial constraint.

4.2.1i Student inability to understand self-assessment and peer-assessment

In addition to concerns about self-assessment, students expressed a preference for traditional paper tests (Group I) and asked for more practice in testing rather than just assessing their own learning in which they felt uncomfortable and not accommodating. The following excerpt shows such an instance:

But I prefer the **exam style**. (Student Interview Group I) Do you know what is self-assessment? How do you the self-assessment? Can you explain how you all do? We will **write ourselves**, and the **teacher will check** it and **we make corrections** then when everything is right, we **make the other one**. (Student Interview Group H)
What else? Ada buat self-reflection tak? Yes, ada. Tulis apa kat situ? **Teacher suruh apa, suruh ini la baca, buat aktiviti, lepas tu buat aktiviti dengan rakan-rakan** dengan teacher semua, lepas tu dia suruh apa **semak** sama-sama. (Student Interview Group D)
So apa itu self-assessment? **Name, the activities**, macam mana **aktiviti hari ini ok tak**, lepas tu **belajar dengan kawan** keatau teacher. (Student Interview Group C)
Do you like to do the self-reflection? Yes. **But not really that much but just a little,**
Why? Because sometimes **I don't really remember what I learn**,
Oh, you don't really remember what you learn? Why is that?
Kenapa tak ingat apa yang telah dibelajar? **I don't know**. (Student Interview Group F)

Students from Group H explained that they write the self-assessment themselves which would be then checked by the teacher. After the teacher had checked the self-assessment, the students said that they did the corrections before they could do the next activity. The students' opinions from the above excerpt are different from the students' opinions from Group A, B, E, and G. This revealed that the students from Group H may not have a clear understanding about the self-assessment although the teachers have distributed the forms.

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Students from Group D mentioned that they did the self-reflection based on the teacher's instruction. First, they read and did the activities. After that, the students continued doing the activities with their friends and also the teacher and from there the teacher asked them to check the work completed together. The students' explanation about how they did the self-reflection did not reflect their understanding of the topics taught by the teacher, and also the problems they faced while learning and also their strengths.

Students from Group C shared on the surface level that self-assessment is more like naming the activities, whether the activities were accommodating or not and how the students learnt. Students from Group F shared they were uncertain about producing the self-reflection and had little knowledge about it. The students' inability to produce the self-reflection was due to the fact that they were unable to recall what they had learnt.

Students' lack of understanding and inattentiveness in following the teachers' instruction using the portfolio assessment could suggest the reasons behind their anxiety. Successful implementation of portfolio as an assessment tool requires strong support from the students and at the same time the teachers have to provide the correct information on the purpose, guideline, and procedures that students have to follow. All these problems are insurmountable. The crucial factor in implementing portfolio as an assessment tool is devising meaningful strategies and the necessary steps for students to improve their work.
It was observed that not all the students understood the concept of peer-assessment in the classroom. Only 8 students came forward and shared their opinions about their peer work and how they could improve their writing (observation note). This could be due to the fact that peer assessment was considered as a less reliable measure than paper-and-pencil testing, the common and familiar practice. Students preferred the testing mode in which they can perform. But this was contradictory to what the teachers wanted to achieve in the portfolio system – measuring student learning. Students are comfortable with the testing culture in which they were exposed to compare another student's performance rather than compare their current performance faced confusion while experiencing new practices in the classroom; however, doubts caused difficulties in implementation.

4.3 The factors that influence the ESL teachers to use portfolio assessment for the teaching and learning of ESL in Malaysian classrooms

The teachers reported a wide range of reasons that led them to use portfolio assessment. The factors that influenced the teachers to utilize portfolio assessment can be grouped into two categories of 1) the low English proficiency of the students and 2) the need to ensure the accuracy of the assessment techniques.

4.3.1aThe low English proficiency of the students

Improving students' learning was never an easy task for all the teachers. The teachers could only track students' progress through the examinations held either three or four times in a year. It was quite difficult for the teachers to understand whether or not learning had taken place. To overcome this and to extend help to their students, portfolio assessment was

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implemented. Three themes emerged with regard to the low English proficiency of the students:

- Help the weaker students
- Responding to specific student needs
- Promote learning

4.3.1b Help weaker students

Teachers felt that it was necessary to help the weaker students in their classrooms to improve their learning. At the same time, the teachers had planned and prepared assessment activities for the weak and average students based on their proficiency level. For example, after the teachers conducted the assessment activities for all the students in the classroom, they checked and graded students' work. They came up with the idea of giving enhancement assessment activities for the average students and also remedial assessment activities for the weaker students. By doing this, the teachers could record and assess valuable information about student improvement and skill mastery. Along recording the progress that students' make in learning, the portfolio provides valuable information about how each student learns and what is important to him or her in the learning process. The following examples show reasons teachers used portfolio for their students:

> Factors that influence me to use the portfolio the **help the weakerthe weak learners** ok, **improve learning**. (Teacher C)
> **My own beliefs** of course because I have already told you about **the current situation** in our English classroom so I feel that to **make a change** we need to **make students** practice their **speaking skills** so this **portfolio assessment can really help them** to improve their speaking skills. (Teacher E).
> This portfolio assessment **gives space** for them **to understand** better what they supposed to do, maybe like **the slow learners** when **given enough time** and **guidance** they **can also do**, can **achieve the level** of course at lower pace peers who are better of, so I think **this assessment** is **good** for students who are **slow learners** and also the what we called that **average students**. It **helps** them. (Teacher G)

The teachers' beliefs about the current scenario in the English classroom which focused more on students studying for examination had which had led the teachers to opt for portfolio assessment use is apparent in this study. Using portfolio will allow the students to improve their learning relating to speaking skills. Teacher G shared that portfolio assessment provided some space for the students to understand better about what they are expected to do in the classroom, for example, the teacher believes that if given sufficient time and proper guidance, weak and average students can improve their learning. It is very crucial to explain the process involved and to encourage students to take an active role in developing their portfolios.

The portfolio approach informed teachers with about range of student abilities. The range of students' abilities included for example, the students who were weak at writing at the beginning of the school were now able to write independently after portfolio was introduced

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(Group B), and students who showed lack interest in learning English literature had now started showing some love and interest to learn the subject (Group B).

Teacher could track what students were able to do and what they were unable to do via the use of portfolio as an assessment tool. The fact that portfolios could demonstrate growth was particularly important for English language students because portfolios were designed to be inclusive and contain authentic descriptions of what students could do.

4.3.1c Responding to specific student needs

Teachers have come to recognize that portfolio assessment is important as it shows ways of gaining a dynamic picture of students' academic development. For example, portfolio assessment demands more work as they have to observe growth in students' learning by instructing students to compile work that displayed their understanding in the lessons taught. The purpose of introducing portfolio assessment was to improve students' learning and therefore teachers embedded this assessment into their instruction. The portfolios were also used as a tool for self-reflection and as an opportunity to use English for communication. Teachers believe that the use of portfolio as an assessment tool facilitated students in setting academic and personal goals (what actually the students want to learn) and to reflect on whether they have achieved their learning objectives. For this reason, teachers believe portfolios could improve their teaching too. The information that the portfolios provide helps teachers improve their instruction for future teaching.

Teacher A: so when **you do this assessment** we **can know their level** on the dot that means after this topic **how they feel, how they understand a certain topic.**
Teacher B: so through this portfolio method, **I could see the problem** faced by the **students** in **writing** and the also ah I **can create an interest** in their writing and also **help** in their reading.
Teacher C: **help the weaker the weak learners** ok, **improve learning**.
Teacher D: **help them especially in learning.**
Teacher E: portfolio assessment **can really help them to improve their speaking skills.**
Teacher F: **I can identify which students having problems.**
Teacher G: will know where **they stand** and they know also that **they can improve** and they can **do better.**
Teacher H: **I want to improve their learning** ok.
Teacher I : **the teachers themselves how they teach either the students understand or not.**

4.3.1d Promote learning

The teachers were aware of the fact that students were very concerned when it came to learning English and the outcome of not being able to master it would deprive them from access to important educational opportunities that were based upon the results. Therefore, the teachers came up with the idea of portfolio assessment to help their students to promote learning. Teachers recognized the value of portfolio assessment in providing a rich source of

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information because they could include documentation of a student's educational background and multiple examples of student work.

Teacher A and E shared that via portfolio assessment, they were able to promote speaking and writing skills. Their students were enthusiastic and determined to learn the skills more. In a similar case, teacher B explained that after introducing portfolio assessment, her students were able to comprehend instructions for writing in terms of "know how to write" and "what is needed for the essay". The fact the students knew that their essays would be graded and recorded to track development motivated them further to continue writing effortlessly. Teacher C and D asserted that interest is required before they could promote learning in the classroom although they admitted not everyone participated, students still showed some interest to learn as shown in the following examples:

'They have their **proficiency level**, but compare to other classes **they are still weak**, they are **still weak**, some of them are **weak in sense of speaking**, some of them **can write but they are not able to speak well,** so they have the **lack of confidence'**. (Teacher A)
'I think most of the students ah they can really **get good results ah in exam A, in English exam A**, examinations **however when it comes to listening and speaking they are not really good** ok and it shows that these **students are really study only for the sake of getting good results** in exams so as an
English teacher **I realized that speaking and listening also are very important especially for the future when these students entering their career life'**. (Teacher E)
'I found their interest increased, their interest level has increased when I ask them they said **they understand more** and there are **they feel more excited during the lesson** because they **have the group works'**. (Teacher C)
'I find it very ah really **helpful especially to the weak students, they are motivated to learn**, and then they are **very happy if they get all the answers correct in their worksheets**, ok they are **very happy'**. (Teacher D)
one thing different about portfolio assessment is the assessment itself and whereby **students** is **allowed to express their opinions about how the teacher actually teach** whether or not they find it **suitable for them** or **they find it really really hard for them to understand**, so by doing that **I could find out what are the whole class expected from me,** if they think they would like to have **language games**, ah often then I would give them that then I would design my lesson you know based on that but if they really like the chalk and talk kind of you know if they prefer that one you know if they don't like to move around of course I would cater to their needs. (Teacher F)

Teacher F reported that her students preferred language games more and she designed her lesson catering to students' needs. This was important to promote learning in the classroom so that she could gauge their understanding in learning. So once the teacher understood students' preferable learning style, the teacher could then adjust and modify her teaching based on the students' recommendations. There is a mutual understanding between the teacher and students in which both are aware of the circumstances specifically related to portfolio assessment that this would raise the students' awareness of their learning style and whether portfolio assessment suited their learning styles or not. The use of portfolio as an assessment tool has helped the students to express their opinions and reflect on the different

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types of activities given by the teacher in the classroom. The teacher shared that the students were aware, keen and enthusiastic when she instructed them to update the portfolio because it gave them the sense of ownership and responsibility as compared to students doing activities in an exercise book (teacher F interview).

Teacher G shared that she gave her students objective questions and students would just answer or select right or wrong. She felt that some students might not understand the instruction and she could not see this point of weakness from the student. Thus, this portfolio assessment gave space for them to understand better what they supposed to do. For the slow learners, the teacher feels that when given enough time and guidance they can also complete and can achieve the level of course at lower pace peers who are better off. So she felt that portfolio assessment is good for students who were slow and average learners because it helped them.

Teacher H said that portfolio assessment was good as the students could improve themselves. She was able to build a good rapport with the students because the use of portfolio demanded students to write their reflection and inform the teacher about the problems they faced in learning. She was able to understand the students better as compared previously in which she just gave them the work and marked the work. With portfolio assessment, she could have more contact time with her students so that they could improve and at the same time, one to one guidance was also given to help the students from time to time. Teacher I concurred that portfolio assessment could be used as another method to teach the students English and also other thinking skills. The teachers explained:

Teacher A: today I have learnt this, my teacher explain this, can also promote their self speaking skills and also writing.
Teacher B: through this they will know how to write and what is needed for the essay.
Teacher C: I can see their interest but although not all of them are involve but almost 60-70% are of them are shows good interest.
Teacher D: they have learnt so it's a kind of a good way for them to learn.
Teacher E: portfolio assessment benefits my students in terms of ah improve their speaking skills.
Teacher F: they would like to have language games, ah often then I would give them that then I would design my lesson.
Teacher G:portfolio assessment gives space for them to understand better what they supposed to do.
Teacher H: we understand the students better ok if compared to last time.
Teacher I : portfolio assessment as another method to teach the students.

The most challenging task the teachers face in teaching and disseminating knowledge was in creating the interest which was deemed crucial to successful learning in classroom. The teachers overcame this challenge by providing the students a detailed explanation of what was expected from them when they were given the responsibilities of owning a portfolio. The

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idea of developing portfolios for students meant teachers' effort in assisting students to overcome the problems they faced in learning English language. Therefore, the potential for determining the depth and breadth of a student's ability can be realized through a specific approach. A specificity approach requires both formal and informal assessment techniques, seeks to understand individual student's needs, emphasizes on both the processes and products of learning, and accepts both teacher's and student's participation.

4.3.2 The need to ensure the accuracy of the Assessment techniques

The teachers were concerned about students' obsession and adherence to study merely for examination. Using portfolio as an assessment tool was therefore an option and alternative for ESL teachers in this study to divert student's attention to do self-assessment in the learning process. The teachers displayed immense effort in trying to introduce and explain the benefits of using portfolio as an assessment tool to the students specifically not only to improve their learning in English language but also to empower students with all the required skills including cultivating critical thinking skills, the ability to share and present ideas orally, and to improve their proficiency for both speaking and writing skills. The three themes that emerged are:

- Assessing student performance and confirming their level of achievement
- Strengthen teacher evaluation
- Alternative to available tests

4.3.2a Assessing student performance and confirming their level of achievement

Based on need to understand individual student's need, the teachers use portfolio as an assessment tool so that they could assess student performance in the classroom via the assessment activities. When the students were able to voice their personal opinions to their teacher, these showed that the students were suggesting and presenting their personal opinions to their teacher without feeling inhibited. The teachers used this opportunity to assist the weak and average students as it helped them to improve their learning. This allowed the teachers to confirmed student level of achievement in the topics taught. They wanted to try something extraordinary for their students as they knew that portfolio assessment holds great promise for their students' learning. On the other hand, the teachers realized that their students were obsessed with the centralized examination and there was a need to divert their students' attention to learn creative and critical thinking skills which was lacking in them. Portfolios provide a broader picture of student achievement than do tests alone, and can incorporate a great deal of information that illustrates what students are familiar with and can do on a variety of measures.

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Teacher A: **students sit only for examination** and they get their results ok at the end of each
forms but **we actually couldn't really see their critical thinking.**
Teacher B: **I noticed** that **I don't see any improvement in their in their writing.**
Teacher C: **I feel like want to make some changes.**
Teacher D: portfolio assessment **is a kind of tools** which **helps the students a lot.**
Teacher E: our students only **study for the sake of getting good results in examination** so they
often**forget about other skills.**
Teacher F: students is **allowed to express their opinions** about how the teacher actually teach
Teacher G: this assessment is **good for students who are slow learners** and also what we called that
average students. **It helps them.**
Teacher H: **I teach a good class so I feel that they need to do something extra.**
Teacher I :**we know the centralized exams did not test the students** (them) in **the thinking skills,**
and the **self-evaluation.**

The teachers assessed students' learning via portfolio and they evaluated students in the standardized examination. The portfolio assessment allowed the teachers to gather evidence of student learning and provided an opportunity to understand student needs and at the same time students were also evaluated on standardized examinations. Teachers use the portfolio assessment to show the process of learning in the classroom and measured the sum of the students' performance in the form of final examination. In short, both portfolio assessment and standardized examination were used concurrently as not to discriminate students by comparing their grades but emphasis was given to individual student growth over time.

4.3.2b Strengthen teacher evaluation

The teachers implemented summative and formative assessments for the portfolios. The portfolio is viewed as an alternative form of assessment which is formative in nature. By implementing portfolio, the teachers were able to inform their students how they were progressing in their lessons. Furthermore, portfolio provides opportunity for students to improve their performance on the same task as mentioned by the teacher in the following excerpt:

I **give a task** to students and when I **received their work**, and when I'm not really very happy about their work, I will **returned** to them and also **write a comment** or sometimes I **even call the students** and **tell them** where **they went wrong** and **how they can improve** in their work, so when **students take back their work**, **they will rewrite** or you know **correct their mistakes** and then **they will return to me**. So they **do this few times**, a few steps, until I feel that the child or the **student has reached this level best level he can achieved** (Teacher G)

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The teacher explained that when she received her students' work, she would check and return it back to them. At the same time, she even called the students to explain about the mistakes that they have done so that they could improve their work. By asking the students to rewrite and recheck their work, the teacher felt that the students were given an opportunity to look back at their mistakes, correct them and return to the teacher again. The teacher felt that there is a need for her students to do their best and reach the highest level to achieve the learning outcomes. The purpose is clear that the teacher wants the students to understand and digest lessons taught in the classroom. The students are aware that the assessment tasks given by the teachers have be compiled in the portfolio for grading. Next, the example below shows how they use portfolio to complement the examination:

> **Each student** will be given a portfolio and at **the end of the assessment will be awarded grading**, so we will be taking from my class I have decided to get **20% of their final exam marks and will be assessed based on their portfolio** whether they have completed it or not whether how good is their portfolio and so on so everything will be taken into and we will grade them and based **on their assessment** and give them **marks 20% for their final**, this is for their own **benefit.** (Teacher A)

Teacher A divulged that she had explained to the students about the marking criteria for the portfolio. Each student has to work to obtain the 20% for the portfolio which would be then accumulated with the final exam. The teacher mentioned that all the students have to submit their portfolios regardless of being able to complete it or not. The findings revealed that teacher is concerned with student performance with what and how he or she reads, writes, communicates and accomplished tasks. The information informs that the teacher is very sensitive and made it clear to the ESL students that they should know what is important in the end is the students' ability to figure out tasks given, collect information, grasp underlying meanings, and make thoughtful, sound decisions.

Students engaged in portfolio activity received feedback from their teachers from time to time. The feedback given to the students would inform students about their performance in the task which they participated. So when the students received feedback from the teacher, they would then reflect on their learning. Portfolio promotes lifelong learning skills that will enable students to evaluate what they learn in and outside of their classrooms.

Teachers strengthened their evaluation by asking students to come up with the portfolio in which they can track student weaknesses and strengths, extend help to improve student learning problem area and offer alternatives to overcome the difficulties they faced. Teachers assisted students by getting them involved in portfolio so that they could accumulate the marks for their final exam.

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4.3.2c Alternative to available tests

It is very obvious that students spend most of their time preparing to sit for the traditional examination and this led them to memorize and regurgitate information in the examination. Too much of focus on the examinations led students to score A's but the teachers were unable to gain multiple perspectives on individual student growth over time. To gain multiple perspectives on students' academic development, and abilities, it was crucial for the teachers to employ portfolio and include a range of measures in the assessment. The teachers felt that they want to make some changes in the way they teach so that they can bring about effective results in students learning. The teachers wanted to get students' feedback in terms of their teaching so that they can match their teaching to the student's need in the classroom to make their teaching and learning process more meaningful as shown in the next example:

> Actually all the other subjects like the elective subjects like physics, chemistry all of them have their own portfolio, they called that PEKA. But for English, we don't have anything like that. Ok, so I got an idea of doing this **portfolio** something like that **to motivate the students** to have a **better learning** and something **to encourage them to do their own, their own initiative**, and this initiative **will be accumulated** and some maybe, **some percentage of their portfolio assessment will be given marks for their finals or midterm.** (Teacher A)

The teacher's explanation revealed that portfolio is a strategy which allowed students to show what they can do as opposed to traditional testing where the results may not necessarily reflect a student's real performance or capability. This is because the test that teacher prepares comes in the form of multiple choice type may possibly promote guess work. In a language test, the results cannot reflect the students' actual language competence. The teacher's effort in introducing and including portfolio in the classroom clearly hints at the need to gain multiple perspectives on students' academic development as well as to test their understanding in learning. The teacher promotes portfolio as an alternative to the available tests.

4.3.2d Issues related to the findings

4.3.2e Logistical issues

Teachers explained that storage and size of portfolios caused additional problem for the students. They admitted that not all the students followed their instruction in compiling the materials because carrying the files back and forth from home to school was regarded as inconvenient for some students. Therefore, the teachers decided to keep the files in the staff room so that students are not burdened with carrying the files around.

4.3.2f Time and financial constraint

Teachers divulged although the idea of carrying out portfolios in the classroom was beneficial they still faced some difficulties in managing the time and also financing. The teachers shared that it was also hard for the students to carry around their file due to the size

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of the files and therefore the teachers had to keep the files in the staff room so as not to trouble the students as shown in the following example:

> The teacher carry out the five full lesson right, five times in a week, so I find it that **it's difficult** to do the portfolio if we just carry out two lesson in a week. So sometimes we feel that we **couldn't complete** the portfolio because of **time constraint** sometimes like today we plan to have assessment on Monday and that was the day when we have something else too so **we couldn't carry out so we have to postpone**. (Teacher A).
> It's very **hard for the students to carry around you know because it's very big** and then well this past few years the school is **having the problem with financial constraint** and everything you know and **we have problem with getting papers** and you know and **usually the teachers have to come up with their own money to buy rims of papers** yes and we well **we can't really ask the students to pay for it** and **more paperwork** and **I think more or less getting the papers to photocopy**. (Teacher F)

Furthermore, the teacher mentioned that she had problems in getting papers and could not ask the students to pay with their own money. Portfolio assessment required teachers to have the activities photocopied and distributed to the students. The teacher found getting materials photocopied was too expensive. Teacher A shared it was difficult to carry out the portfolio as time did not permit her to do so. Therefore, she had to postpone the assessment activities in the following lesson.

4.4 Portfolio assessment model that would be appropriate in implementing portfolio assessment for ESL teaching and learning in Malaysian classrooms.

4.4.1 The proposed portfolio assessment model and its appropriateness

The idea of observing and interviewing the nine ESL teachers was to construct an appropriate portfolio assessment model applicable in classes with students whose proficiency in English varied from low to high. It was fundamental for the teachers to come up with this portfolio assessment model due to insufficient and suitable reading materials and resources for students which were felt as a great challenge to the ESL teachers. The teachers have to work with inadequate resources to combat the poor performance of their students in the English Language examination paper. English language proficiency among rural students specifically in this study is very low. The decline in English language competency had influenced teachers in this study to help their students to master the language via portfolio assessment. The teachers in this study were certain that they could motivate the students to learn and therefore produce impressive results by integrating portfolio assessment into their learning. In a context where English is learned in an environment which provides very little exposure to the language, the teachers' effort to bring about positive results is very much influenced in their capabilities. In this study, the teachers shared that students hardly used English as it is the second language in terms of importance to them. Although it is compulsory for the students to attend English Language lessons it is not compulsory for them to pass the English Language paper in any examination. The English language is used only when the subject

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English language is taught in the classroom. The low English proficiency level of the students and indifference toward the language posed challenges to the teachers. Therefore, the teachers introduced portfolio assessment to their students with the hope of assisting weak learners to improve their learning. The portfolio assessment model was constructed to guide learners to write compositions, improve mastery of English literature, expand vocabulary acquisition, reinforce grammar skills and create opportunities for learners to speak confidently.

The portfolio assessment model derived in this study outlined several stages considered crucial for teachers to apply in their classrooms. The following is the portfolio assessment model which exemplifies the stages involved in its implementation:

1. Specify important skills:
- Listening, speaking, reading and writing skills
- design assessment purpose from learning outcomes

2. Teachers' instructional strategies
-explaining the task
-interesting & meaningful learning activities

3. Teacher assesses students' work
-record student's score
-students compile work in portfolios

4. Teacher provide feedback on performance
- Students write self-reflection, fill in the self-assessment form & do peer-assessment

5. Provide opportunities for practice for students
- Enhancement activities for good students
- Remedial activities for weak students

6. Compiling evidence of "best efforts" in a portfolio

7. Evaluate the contents of portfolio using a rubric

All the nine teachers implemented portfolio assessment in a similar manner except for teacher A who felt that there was a need to provide more practice for students after grading their work. This was done after the teacher marked and analyzed her students' grades. The teacher divided the students into two categories mainly into good and weak; she provided remedial activities for weak students and as for the good students, the teacher came up with some enhancement activities. The teacher felt that the extra worksheets were required to confirm how each student fared in understanding topics taught in the classroom. Teacher A shared that portfolio assessment is an on-going assessment, an assessment that allowed her to monitor and assess her students continuously and not just depend on the summative examination solely as shown in the following excerpt:

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So this is what we do last year and we found that there are some of the improvement and we found out that students really learn through this portfolio assessment and it also helped the teachers to assess them continuously not only the through the exam. #Teacher A#

Implementation of portfolio as an assessment tool was suitable in her context of teaching because the teacher felt that the students paid more emphasis on studying and preparing for examination and neglecting the crucial aspect of learning and understanding what has been taught in the classroom. With portfolio assessment, the teacher had to introduce other learning activities such as games and puzzles to alter her teaching approach from chalk to talk which she felt could no longer attract the students to concentrate.

The information below exemplifies how the teachers carried out the portfolio assessment into their teaching and learning process in the classroom. This process allowed the researcher to capture main details related to portfolio implementation. Next, the researcher compares the model derived from the ESL teachers' teaching learning in the Malaysian ESL classroom with a model selected from the present literature to show the similarities and differences and how these two models inter-relate with each other. Then, the researcher synthesized the information gathered from the models in terms of importance to the Malaysian learning context. Finally, the researcher also suggests some ways how the present model can be improved and be of help to future teachers who intend to integrate portfolio assessment into their teaching and learning.

4.4.1a Specify important skills

The teachers divulged that they referred to the English Language syllabus as a general guideline for them to outline the content to be taught. The teachers developed the assessment purpose from the learning outcomes that specified the skills to be achieved by the students with the integration of the listening, speaking, reading and writing skills. Although all the nine teachers put emphasis on the skills, the teachers could only focus on three skills and did not carry out any activities related to listening. The focus was mainly on speaking, reading and writing skills because the teachers felt that the students needed the exposure to improve in these skills. This serves as a form of reference for the teachers in terms of skills to be achieved, topics and themes to be dealt with, and the vocabulary and grammar items and the sound system to be learned. Based on the English language syllabus, the teachers designed the assessment purpose through the learning outcomes for their lessons for each week.

Of course I refer to my syllabus, then I also use my textbooks (T. H)
Actually its more to activities because we follow the syllabus isn't it because some example like writing, they are three/few skills, they have to do the three skills oral, writing and then reading. Ok so like oral we teach them how to speak English, and then we follow the syllabus. (T. Azean)
for the learning outcomes we always follow the syllabus. (T. A)

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4.4.1b Teachers' instructional strategies

Teachers' instructional strategies refer to the teaching and learning process and this was deemed important as it affected all the nine teachers' approach in teaching which were achieved through interaction with their students. In this stage, the teachers explained about the task distributed to the students and what is expected from the outcome of the task. The tasks distributed after each lesson were meant to test students' understanding of the topics taught. The activities were carefully selected and designed for descriptive purposes and not evaluative because the teachers wanted to record how much learning has taken place. At the same time, the teachers ensured that meaningful and interesting activities were selected to stimulate learning among the students. These included students taking part in discussions, pair work, role-play and others.

> Basically it depends on the types of worksheets I gave, ok, for example, if I use worksheet that day, so I will see how many of them can get correct upon 10 questions, how many questions they can get correct. If I'm testing on their speaking, I ask them to read the text, and see how they can pronounce very well, or how, or whether they can understand the meaning of the word. (T.A)
> When I give a task to students and when I received their work, and when I'm not really very happy about their work, I will returned to them and also write a comment or sometimes I even call the students and tell them where they went wrong and how they can improve in their work, so when students take back their work, they will rewrite or you know correct their mistakes and then they will return to me. #T.G#
> everything must reflect the syllabus then ok then ahm explain explain whatever topic that imoing to teach that day so I will explain about it and we have discussion sessions ok we ask questions and then ah we discuss about it about the topic then ok so then to test their understanding I will give them the worksheet. #T.E#

4.4.1c Teachers assess students' work

At this level, the students understood the teachers' rationale for distributing the worksheets and the students were informed to compile them in their portfolios. Students were also given the responsibility to monitor their work constantly in terms of compiling the worksheets returned to them by their teachers. From the worksheets, the teachers understood students' ability in acquiring the topic taught and then the teachers distributed worksheets which would be graded. The students were informed about the purpose of doing the worksheets and were required to answer the worksheets and submit to their teachers for marking and grading purposes. After marking the worksheets, the teachers returned them to the students. The students checked the worksheets and then compiled them into their portfolios. There was a repetitive pattern in each of the teacher's model described above. The patterns included teachers distributing worksheets after each topic to test students' understanding, discussions among students.

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Then I give them worksheets to test their understanding and then evaluate them. #T.E#
I think this portfolio thing allows them to grow to the maximum level, so that they can achieve the maximum if they try. #T.G#
So, each time I give them a piece of writing, they will do the work and then after that they will put in a files and then I will assess and I grade them. #T.B#

4.1.1d Teachers provide feedback on performance

After assessing and grading the students' worksheets, the teachers instructed the students to do the self-assessment, self-reflection and peer-assessment. These three documents were important as it allowed the teachers to assess the effectiveness of using portfolios for their students' learning. The teachers could understand if the students understood the lessons or topics taught in the classroom via self-assessment. The self-assessment was a reflection of the learning outcomes from the English language syllabus distributed to the students to check their understanding of the lessons or topics taught. As for the self-reflection, the students wrote how they felt about the lessons or topics taught, the problems they faced and also their strengths and weaknesses while learning.

The teachers shared that through the self-reflection they could get some understanding of their students' strengths and weaknesses in learning. Some students were very shy to even have a word with their teachers; therefore self-reflection created a way for the students to interact with the teachers. All the nine teachers carried out the self-assessment activities with their students. Teacher B shared that peer-assessment contributed to her students' learning. This was because the students in her class were weak at writing and therefore the teacher appointed good students to be peers to weak students to assist them with their writing. This was done by asking the good students to comment on the piece of writing which was graded and returned to the students. The teacher selected 3 pairs of students to come forward and share how their friends can improve their writing. Only Teacher B carried out the peer-assessment with her students; the other teachers did not carry out it as they do not see the need to do so. As for the self-reflection, only Teacher G could not carry it out due to time constraint.

Then I give them worksheets to test their understanding and then evaluate them either its peer evaluation or their both self-assessment their own or they assess themselves and then I ask them to then I guide them to do their self-reflection how to do the reflection. #T.E#

they do the self-evaluation they can find out what is their problem, what is their weaknesses and what is their strengths, if they can do better that is their strength so they can just reflect what is done every day, self-reflection, self-evaluation. #T.A#

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4.4.1e Provide opportunities for practice for students

Only teacher A provided opportunity for practice for her students as the teachers B, C, D, E, F, G, H and I did not give extra worksheets to assist their students to improve. This level in the assessment activity is considered crucial as it allowed the teacher to determine the students' proficiency level in English in terms of their scores. Only teacher A felt that there was a need to help students after analyzing the marks from the worksheets compiled. Teacher A compared the grades and divided the students into two groups. There were two groups' namely weak group and good group. Students in the weak group were given remedial activities to improve their marks and students in the good group were given enhancement activities to boost their understanding in the topics given. Results and knowledge of the students' performance required the teacher to formulate another set of worksheets to improve their learning.

> once I have prepared my task, let's say today, I'm going to do something on characters in literature ok going to teach on short story, so before I start off my lesson I will prepare a set of questions for them to assess themselves, ok for example, at the end of the lesson I am able to describe the characters well, ah I able to identify the main characters and sub-characters and all that, so they have to answer my self-assessment questions so through that I can identify whether the students truly understand or not, so once they assessed themselves by answering my self-assessment rubrics, ah we can identify ok how far the student understand the topic, from there I will adjust my lesson and also prepare my own worksheets to make it maybe it can be an enrichment activity or sometimes can be a remedial activities. If the students couldn't understand I have to make it remedial, if the students understand better than I make as enrichment activity.

4.4.1f Compiling evidence of 'best efforts' in a portfolio

Teachers instructed students to compile evidence of their best piece of work in their portfolios as a way to motivate the students to consider learning English vital. By doing so, the students were aware of their progress they make in learning and, at the same time, they were able to track their own strengths and weaknesses in learning.

> all their work in the portfolio but for portfolio assessment besides all the handouts all the worksheets all their works inserted in the portfolio. #T.D.#

4.4.1g Evaluate the contents of portfolio

The teachers gave the students some time frame to complete and compile the worksheets given to them. These included the content of the portfolios, personal information, worksheets given and graded, best piece of worksheets, self-assessment forms, self-reflection, peer-assessment documents and extra reading materials.

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each students will be given a portfolio and at the end of the assessment will be awarded grading ah so we will be taking from my class I have decided to get 20% of their final exam marks and will be assessed based on their portfolio whether they have completed it or not whether how good is their portfolio and so on so everything will be taken into and we will grade them and based on their assessment and give them marks 20% for their final, this is for their own benefit. #T.A#

4.4.2 Comparison between the teachers' models in this study and proposed models in the literature

The teachers' models derived from this study were compared with the proposed models extracted from the present literature to analyze and discuss the similarities and differences. The teachers' models in this study were more contextualized considering the factors such as teachers' experiences, knowledge and expectations of their students to excel in learning. The teachers were observed to have conducted their classes in an unaffected and natural manner. This could be an indication of their strong sense of responsibility toward their students in helping them to develop the language skills required of them. The researcher selected a model proposed by Staehler (1994). This model is used to reveal to the student and instructors, through observation of multiple examples of performances, in different times and contexts, how the students is developing as a learner. It also consists of a variety of performance-based assessments and uses specific criteria and authentic (real life) materials/activities:

1. Identify essential skills
2. Provide instruction: meaningful learning activities
3. Assess based on performance: What a student can do based on instruction?
4. Score performance based on rubrics (internal standards)
5. Provide specific feedback on performance: analysis and self-reflection
6. Provide opportunities for practice: repeat performances/multiple contexts
7. Collect evidence of 'best efforts' in a portfolio
8. Evaluate contents of portfolio using proficiency guidelines (global) assessment/external standards)

The teachers' models in this study identified the four skills (Listening, Speaking, Writing & Reading) which are similar to Staehler's model. Both the models reckoned teachers to provide meaningful learning activities for students. The teachers' models introduced classroom activities which required students to interact a lot with their peers and also the teachers. Staehler's model included assessing students based on performance and scoring performance based on rubrics. This aspect appeared in the teachers' model as the teachers focused and recorded students' understanding of a topic based on the worksheets given before they could assess and grade students' work. The teachers' model in this study emphasized more on recording students' grades after each lesson. The teachers' model did not use any specific rubric although Teacher A in her interview mentioned that she used a rubric to assess student performance. Teacher A did not show the rubric to the researcher but only compiled a list of marks in her portfolio. Both the models (teachers' and Staehler's models) revealed that it was crucial for the teachers to provide feedback on students'

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performance. There is one appealing and interesting difference in terms of the findings of the study; although Staehler's model emphasized providing opportunities for practice to repeat performances/multiple contexts, her model did not indicate to provide practices for both weak and good learners as compared to the teachers' models in which they provide remedial activities for weak learners and enhancement activities for good learners. The advantage of the teachers' models in this study is that it provides opportunity for teachers to identify learners with different learning abilities. Both the models collect evidence of "best efforts" in the portfolio. The teachers' model evaluated contents of the portfolio using proficiency guidelines which were criteria in Staehler's model. Although there are some similarities and differences between the teachers' models in this study and proposed model based on the literature, the models are significant in the sense that they offer certain criteria teachers take into consideration while implementing the portfolio as an assessment tool although at present ESL teachers in Malaysia do not have a specific model or technique to conduct the portfolio assessment process because portfolio is heard of but not widely used. These teachers' model ESL teachers used for portfolio assessment in this study will enable future researchers and teachers to understand the steps involved in portfolio assessment.

In Malaysia, much emphasis is given to the centralized public summative examination which focuses on students studying only for examination purposes rather than learning for the sake of exploring and gaining knowledge. The standardized examinations reveal that assessment in the Malaysian context is very much examination oriented that result in students being passive recipients in the classroom. Providing guidelines on how to implement the portfolio in the Malaysian classroom is an important task that teachers and educators should not ignore because assessment is an integral aspect to sustain teaching and learning.

The concern for students' achievement in English received a lot of attention. One way of helping weak learners improve their language proficiency is to provide assistance to the learners through teachers' instructional practices which are the use of portfolios. The teachers' concern for their students weakness and needs in mastering the English Language make them interact a lot in order to facilitate learning. The teachers agreed that students would learn better with proper guidance. They ensured that the language input they provided were comprehensible enough to make them learn and progress. The teachers divulged that, before instruction, the students were informed about the purpose of doing the portfolio assessment. The purpose of the portfolio assessment was mainly to assist the students to improve their learning. The model described in this study would be of assistance to future teachers who can induce this into their teaching to bring about effective student learning. Current assessment methods do not adequately meet teachers' needs in evaluating performance of their students in targeted grades. Tests do not truly measure the knowledge acquisition by our students. Evidence of this problem is indicated through teacher observations, comparison between student performance on alternative assessment and student performance on traditional tests, and the results of student evaluations.

4.4.3 Some recommendations to the Portfolio Assessment Model

The researcher felt that the portfolio assessment model emerged in this study based on the teachers' implementation of portfolio assessment can be improved to help both the learners

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and teachers to bring about effective results in learning. The three suggestions include selecting forms of assessment, reliability and validity of portfolios and parents' involvement as illustrated in Table 4.

1. Specify important skills:
   - Listening, speaking, reading and writing skills
   - design assessment purpose from learning outcomes
2. Teachers' instructional strategies
   -explaining the task
   -interesting & meaningful learning activities
3. Teacher assesses students' work — **-selecting forms of assessment**
   -record student's score — **-evaluate the portfolio using a rubric**
   -students compile work in portfolios
4. Teacher provide feedback on performance
   - Students write self-reflection, fill in the self-assessment form & do peer-assessment
5. Provide opportunities for practice for students
   - Enhancement activities for good students
   - Remedial activities for weak students
6. Compiling evidence of 'best efforts' in a portfolio
7. evaluate the portfolio using a rubric
8. ***Raters/Teachers evaluate the portfolio(new Stage 7)***
9. ***Parents' involvement (new stage 8)***

Table 4: Some recommendations to the Portfolio Assessment Model

4.4.3a Selecting forms of assessment (for Stage 3)

First, selecting forms of assessment is imperative to ensure all the students are well guided to develop appropriate learning strategies. The researcher suggests moving the criterion in stage 7 which was to evaluate the content of a portfolio using a rubric. This is because the students need the rubrics at stage 3 to assist them to understand that the tasks or activities created were meant to evaluate student performance at the end of each lesson to ensure that the learning outcomes were understood and achieved by students. The tasks the teachers prepared can range from controlled activities such as substituting words given in a multiple choice format to free writing of composition. However, whatever form of assessment is contrived, the criteria for assessing must be constructed before the tasks are given. The researcher suggests that teachers should include the assessment criteria in stage 3 which can be holistic or analytic depending on the tasks given. A holistic system provides an overall impression of language proficiency while an analytic system provides detailed information of the students' performance. Students should be informed how they are assessed so that they will be able to perform well. For example, for a written composition the rubrics should

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include information such as "marks will be given for content, language and organization." Students will be motivated to learn as chances of passing are very high.

4.4.3b Reliability and validity of portfolio (for Stage 7)

Issues pertaining to reliability and validity have been raised with regard to portfolio assessment. The researcher suggests that all the teachers in this study collaborate to mark portfolios of students from different classes to ensure consistency. Once the respective class teacher has marked and graded students' portfolios, the respective teacher could then submit all the students' portfolios to another teacher for rating purposes. Hence, if two teachers/markers mark and rate the same portfolios the marks awarded would be the consistency in marking can be achieved when the assessment criteria are clearly specified and the raters mark following the same criteria. This aspect was missing from the portfolio assessment model which was considered crucial for portfolio assessment.

As for validity, the teachers provided tasks for students to do after each lesson to check whether or not they have achieved the learning outcomes. If they have not, then the teachers have to find out why students have not achieved them. The teachers can achieve this by entailing further teaching and coaching until the students has finally achieved the learning outcomes.

4.4.3c Parents' involvement

Parents' involvement in the portfolio assessment is viewed as another alternative for the students to showcase and share their work compiled to them. This is indirectly would demonstrate individual students' progress in learning. When parents are involved in monitoring the work of their individual child, students will become more responsible because they are now aware that their parents are involved in the assessment process. One of the teachers in this study, teacher A suggested that parental involvement in the portfolio assessment will facilitate learning as the students will have the fear of completing their work which will be then marked, graded and recorded.

4.5 Discussions

This section aims to discuss and compare the findings of the study from prior research to make educated assumptions as to why certain findings were or were not supported. The main purpose of the study is to investigate ESL teachers' implementation of portfolio as an assessment tool in ESL classrooms, effects of portfolio assessment on students' learning; factors influence ESL teachers to implement portfolio assessment and to propose a feasible portfolio assessment framework for ESL classroom practice.

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4.5.1 Implementation of portfolio as an assessment tool

The research shows evidence that portfolio assessment and its implementation entail a procedure that has to be adhered by both the teachers and students, supported studies of Barnhardt (2003) and Moya and O'Malley (1994). Barnhardt and Moya and O'Malley repeatedly said that portfolio assessment is the product of a complete assessment procedure that has been systematically planned, implemented and evaluated. Clearly stated criteria are crucial to ascertain the portfolio assessment and its implementation to bring about effective results for students' learning. The teachers divulged they gave students the guidelines before using portfolio as an assessment tool and explained the reasons for using it.

The students were informed about the learning outcomes and the assessment purpose of each activity given to them. Worksheets were distributed to the students and later graded by the teachers. Students were required to do their self-assessment and self-reflection based on the lessons taught. Students did the self-assessment after completing the task. The teachers read students' reflections and assisted students who had problems in mastering the task.

The students' work was then returned and kept by the students in their files. The teachers found portfolio use as an assessment tool very promising because they could see the progress students made in learning; for example teachers were able to identify problems in learning compared to the traditional assessment conducted twice a year in schools such as the multiple choice type, as it may only encourage guess work. Portfolio assessment benefited the students in terms of improving their speaking and writing skills, their ability to give comments verbally, being critical in analyzing their friends' work and to improving their self-confidence.

Based on the above explanations, it can be concluded that the portfolio assessment and its implementation by the ESL teachers strongly supported the Barnhardt (2003) and Moya and O'Malley (1994) Portfolio Assessment Model that when the assessment procedure is congruent, it attracts the students' attention and learning does takes place. The work of Paulson and Paulson (1990) and Gottlieb (1995) provides a way of conceptualizing this as well. It also has been observed that portfolio assessment and its implementation is a reciprocal process for learning supported the studies by many researchers (Ibrahim, 2006; Murat, 2006; Wilkerson & Lang, 2003); researchers found evidence that students no longer expect inputs from their teachers but become independent learners and make influential decisions about the knowledge and skills acquired. In short, investigating the portfolio assessment and its implementation by the ESL teachers had contributed to the notion of learning by Vygotsky (1978); Brooks and Brooks (1993); Danielson and Abrutyn (1997); Wolf (1989); and Zubizarreta (2004).

4.5.1a General procedures

Teachers followed and adhered to a general procedure for implementing portfolio as an assessment tool. It is crucial for the teachers to identify the learning outcomes so that they can design the assessment purpose to enable the teachers to prepare the learning tasks or

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activities for the students. The need to expose students to the learning outcomes empowered students about their responsibility in completing the tasks given to them. The portfolios are evaluated by the teachers at the end of the week and they record each student's progress. The learning outcomes of each lesson were identified to ensure that the assessment tasks were carefully designed. Teachers used the assessment tasks to evaluate student performance at the end of the lesson. Next, the teachers would distribute the student self-assessment form to enable the teachers to know what the students had learned and problems they faced in doing the tasks. From here, the teachers were able to identify problems students faced while doing the tasks. Finally, the teachers would ask the students to write their reflection about the lessons at the end of the week.

The students are also taught about the contents of the portfolio so that they were aware of the materials that would be compiled. By doing so, the teachers trained students to become independent learners. These findings confirm Paulson et al.'s (1991, p. 63) belief that a portfolio "provides a forum that encourages students to develop the abilities needed to become independent, self-directed learners". However to achieve this goal, both the teachers and students have to collaborate to understand new roles on assessment. Students should take charge of their own learning instead of relying on their teachers.

4.5.1b Portfolio as an assessment tool

The notion of marks in portfolio assessment is not a new one; it was found that it can be traced to Mohtar (2010). Ghassan (2012) in his study graded portfolios weekly to record each student's progress and to encourage active participation in the small group meetings on an ongoing basis. The portfolios replaced weekly quizzes, which counted for 30% of the final grade and were marked using a holistic approach focusing on comprehension. The researcher included weekly tasks, task types, and the specific tasks selected for grading each week. This helped the readers to understand the key structure of the portfolio which was the inclusion of an "activity form," which was designed to make portfolios more structured and uniform for all students. The portfolio as an assessment tool is developed for the student to demonstrate and provide evidence that he or she has mastered a given set of learning objectives. This confirmed the claim made earlier by Sidhu, Chan, and Hazadiah (2007) that an authentic assessment could make the students recognize their strengths and limitations.

4.5.1c Teachers adopt an ordered manner in implementing portfolio as assessment tool

Teachers adopt five stages which were the major considerations in implementing portfolio as assessment tool as follows: assessment purpose, collection of evidence, evaluation of evidence, reflecting on learning and assessment decision. Each stage introduced in the portfolio assessment would lead and guide the students to the next stage of the assessment in which they would be responsible for tracking the progress they made in learning. This is supported by previous research (Burke, Forgerty, & Belgrad, 1994; Epstein, 2001; Educational Technique Department, 1996; Fina, 1992; Moonkum, 2000; Morin, 1995; Pearson Education Development Group, 2001; Poowipadawat, 2001; Prawarnpruek, 1997; Punngam, 2000; Saereerat, 1997; Siladech, 1997; Hanson & Gilkerson, 1999) that several criteria for portfolio assessment must meet. The portfolio must (1) be clearly linked with an

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instructional objective, (2) be an ongoing assessment system, (3) avoid becoming a teacher-manufactured document, and (4) be performance based and emphasize purposeful learning. In short, the teachers were the one who had planned the process of the assessment and the students had to construct learning by doing and collecting evidence of learning for the portfolio.

4.5.1d Collection of evidence

An important aspect of portfolio that was a common knowledge to teachers who implement it is that it records and documents a repertoire of events taking place in the classroom (Zubizaretta, 2004). This is the core of the portfolio use where students become more aware of their work through the act of recording either by writing on papers or writing it mentally because they can look back at their progress by doing reflection (Johnson et al., 2006); this results in conscious learning. Proper planning, preparation and implementation of the portfolio facilitate teaching. Planning and organizing teaching and assessing becomes easier with practice and experience. The portfolio assessment evaluates students holistically based on the content of the portfolio on which the teachers and students agree. This finding supported Mohtar's finding (2010) that teachers have collect the files weekly to evaluate and record each student's progress and to enable the teachers to know how learning takes place and the problems students encounter in doing their work.

4.5.2 ESL students' response to portfolio assessment that is being used in the classroom

Students showed mixed response towards the portfolio assessment that was being used in the classroom. Portfolio assessment can be used as an integral part of learning as it provides students with opportunities to overcome their weaknesses (Barootchi & Keshavarz, 2002). The students shared that they realized portfolio had become an integral part of their learning which provided an opportunity for them to inform their teachers about their strengths and weaknesses and how to overcome weaknesses. Besides learning, the students were aware of the assessment aspects of the portfolio that would be graded. Students' active involvement in the assessment would benefit both the students and teachers as it indicate how much knowledge and skills had been acquired and what they need to do to develop further.

For those students who viewed portfolio assessment positively, they regarded it as a useful learning tool for them to improve their English. But for those students who considered portfolio assessment negatively, it was found that they were unable to produce self-reflection as required by their teachers. This was due to their lack of proficiency and inability to write and express well in English. Students were also asked to submit their self-assessment and for this reason the students explained that they had problems in doing the self-assessment. This also supports Chan's (2006, p. 5) belief that 'The shift from being assessed to self-assessing is a great challenge to the pupils. In the course of adapting to self-assessment, some pupils might overrate themselves, while others might underrate.' Teachers have to provide proper guidance on how to conduct self-assessment for the students to overcome their anxiety in the classroom.

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4.5.2a Learning to assess

This finding answers some of the questions posed by Todd (2002) who views portfolio as a significant self-assessment tool for evaluation. By referring to their portfolios from time to time, learners have concrete evidence of their own performance to consider and are not forced to rely on their intuitions and possible biases about their own performance in self-assessing their ability. In essence, self-assessment can be considered as a useful tool for students as well as the teachers as it involves the students in providing analysis of their own learning. A number of researchers (Bachman, 2000; Haughton & Dickinson, 1988; Oscarson, 1989) define the term by identifying two types of self-assessment according to their purpose: performance-oriented self-assessment, and development-oriented self-assessment.

Performance-oriented self-assessment samples the test takers' performance at one particular point in time whereas development-oriented self-assessment assesses the participants for an extended period in order to detect changes and patterns of development over time. Similarly, teachers in this study reported that some students realized that they could also acknowledge assessment as a mutual responsibility and not as the sole responsibility of the teacher (Oscarson,1989).

The findings of this study supported a number of empirical studies (Dickinson, 1987; Ellis, 1994; Gardner & McIntyre, 1991; McNamara & Deane, 1995; O'Malley & Pierce, 1996; Oscarson, 1989; Peirce, Swain, & Hart, 1993; Rivers, 2001) that indicate the presence of increased learner autonomy and motivation, less frustration, and higher retention rates among learners when development-oriented self-assessment is utilized. Though the findings of this study hint that self-assessment had the potential to be used, issues regarding the validity and reliability of the assessment need to be addressed. Self-assessment serves as a complementary instrument to the existing traditional examination; however, it may become feasible part of the assessment process when more research would be conducted to investigate its validity and reliability.

The teachers even noticed students continuously looked at their portfolios to check grades awarded to them based on each topic taught. The teachers' interview data revealed that students showed a keen interest in doing portfolio assessment as they were able to chart their own progress based on the assessment activities given which were marked frequently. Portfolio assessment not only improves teacher's instruction but it helps students to overcome their fear in learning and be more open towards their friends and teachers. The findings of this study supported the study of Apple and Shimo (2005) that portfolios provided an opportunity for students to assess and reflect on their own work. Moreover, they were also able to get ample feedback from their peers and instructors, enhance cooperative learning and increase motivation.

4.5.2b Changes in student attitudes

The findings revealed the students generally showed positive attitude toward the portfolio assessment, although some students expressed anxiety about producing their portfolio. Students' uncertainty about using the portfolio most probably influenced by the traditional

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examinations and they have little knowledge about portfolio. Students showed some interest in using the portfolios gradually. The changes in attitude specifically refer to responsibility. Creating a portfolio requires some patience and responsibility on the students' part. Students have to compile the assessment tasks constantly and be alert about the on-going activities related to portfolio. The results were consistent with previous findings that keeping a portfolio increase student's learning responsibilities (Pollari, 2000; Barootchi et al, 2002).

4.5.2c Learning through reflecting

At the end of the lesson the students had to write in their self-reflection. In the self-reflection, the students need to comment on the worksheets given whether worksheet could help them to understand the lesson for the day. Next, they wrote their comments about their friend's presentation in terms of writing and finally were the self-reflection where the students were required to comment on the teacher's teaching method. From here, the teacher could improve her teaching and learning method for example to make sure the worksheets given to the students were suitable for them and the activity provided was interesting. Based on the students' comments, the teacher was able to improve her teaching and learning in the future. Reflection is considered to be an important part of the learning process. Through self-reflection, teachers were able to improve their approach to instruction to cater student needs in the classroom to be found supported by studies by Lynch & Shaw, 2005; Sliogerine, 2012; Khodadady & Khodabakshzade, 2012.

4.5.2d An increase in student motivation

The portfolio building experiences also increase student's learning motivation and confidence as the previous research indicated (Murat & Sibel, 2010). When students put in effort to compile and complete their portfolios, it gives them a sense of accomplishment, confidence and satisfaction. Students were aware of the benefits portfolios could provide them with as they get more feedback from their teachers and also friends. Receiving positive and encouraging feedback promised to be very effective in promoting student learning motivation.

4.5.3 The factors that influence the ESL teachers to use portfolio assessment for the teaching and learning of ESL in Malaysian classrooms

Teachers designed portfolio procedures based on certain standards tailored to the purpose for use, learning outcomes based on the syllabus, to individual student assessment needs, and for teachers to improve their instruction. All the teachers agreed that their primary concern in using the portfolios was to report progress students make in learning. They do this by collecting evidence of learning in the form of worksheets/activities after each lesson in the classroom. Most important was students knew in advance what was expected of them, so that they can take responsibility for developing their evidence.

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4.5.3a Responding to specific student needs

Yang (2003) reports that there are seven differences between traditional and portfolio assessment:

> 'First, traditional assessment assesses students in certain skill areas while portfolio assessment assesses students in a broader range of skill areas. Second, traditional assessment is more teacher-centered compared to portfolio assessment. Third, traditional assessment excludes individual differences into consideration as in portfolio assessment. Fourth, the teacher evaluates in traditional assessment while the portfolio involve students, teachers, and peers in the process of evaluation. Fifth, traditional assessment excludes self-evaluation but self-evaluation is one of the main learning focuses in portfolio assessment. Sixth, traditional assessment focuses on the products alone while portfolio assessment emphasizes on students' "improvement, effort, and achievement" (p. 295). The last but not least advantage is that the areas of "learning, assessment, and instruction" are treated separately in traditional assessment while the connection of "learning, assessment, and instruction" in portfolio assessment is significant (p. 295).

Grading is an essential element of portfolio assessment as it records students' progress and achievement over a period of time as shared by the teachers. Teachers set and prepare the assessment tasks based on expected learning outcomes. Teachers should demonstrate to students how to acquire "knowledge, skills, and strategies" so that they can eventually turn into autonomous and responsible learners for their own learning (Yang, p. 293). Teachers allocated marks for students' portfolios. By doing so, students can track progress they make in learning over a certain period. Students were allowed to compile work with the highest marks in the portfolio. This is supported by Hashemian and Azadi (2011) where portfolio is considered a purposeful collection of student work that show the student's effort, progress, and achievement in a given area; it not only provides a source for assessment but also enhances learning opportunities. With grading the teachers were able to track students' development in learning.

Teachers prepared a self-evaluation form for each student to fill in to indicate what they have learnt, whether they do understand what they have learnt and how have they learnt it, and whether it was via the teachers' explanation or peer's explanation.

4.5.3b Promote learning

In promoting learning English via a variety of activities, the portfolio not only provides evidence to learners of their own efforts, progress and achievements; it also provides suitable input that shows their achievement over time. One of the advantages of portfolio is that it documents students' work over time and it is authentic; in this context of learning, it means students bring in their own individual growth either linguistic or non-linguistic (Genesse& Upshur, 1996). This means that the portfolio can accommodate a variety of learning styles which belong to each individual student because each student grows at a different pace (Conant, 2005).

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In addition, students are able to record their own learning track. They were conscious about their own learning as well as their achievement. To this end, they were able to indicate in what skills they had improved and not improved. Students understand that portfolio assessment could boost their academic development and to make this happen, their cooperation is needed. Therefore, this indicates that they the portfolio can be a valuable tool for students to establish their own learning expectations. Similar findings have previously been reported with students in English learning or in other subject areas(Baume, 2001; Davies et al., 2001; Friedman et al., 2001; Gorden, 2003; Lu, 2005; Miccoli, 2003; & Valencia, 1990).

The students' self-reflection informed teachers about problems students faced in learning and this finding supported Tabatabaei (2012) and Mohtar (2010) in their study on benefits of feedback which contribute to students' progress, self-assessment and self-reflection. Teachers would then improve their teaching based on the students' reflection.

This is supported by Hashemian and Azadi (2011) where portfolio is considered a purposeful collection of student work that show the student's effort, progress, and achievement in a given area as it not only provides a source for assessment but also enhances learning opportunities. With grading the teachers were able to track students' development in learning. The teachers felt that they could understand the students' strengths and weaknesses in learning a particular topic or lesson of the day. Apart from this, the teachers pointed out that it was crucial to explain to students specifically about the contents of a portfolio before they could proceed to the other segments of the portfolio.

4.5.3c Strengthen teacher evaluation

Recent studies show the effectiveness of the portfolio assessment evaluation method as a means of measuring students' performance and also an alternative method for evaluation. The findings supported Song and August (2000) who found that portfolio assessment is as valid as any standardized test in predicting the students' success in an English course. The study reported that non-native English students are likely to pass their English courses when they are evaluated through the portfolio evaluation method then when they are required to pass their standardized final written test. Song and August believed that portfolio assessment appears to be a more appropriate alternative for the ESL students.

The teachers are aware that students are very concerned when it comes to learning English, specifically improving their listening, speaking, reading and writing skills, and the outcome of not being able to master it will deprive them from access to important educational opportunities based upon the results. Therefore, the teachers come up with the idea of portfolio assessment to help their students to improve the learning areas. Teachers recognize the value of portfolio assessment in providing a rich source of information because they can include documentation of a student's educational background; multiple examples of student work; and scores on norm-referenced or criterion referenced tests.

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Not only that, portfolio approach informs teachers with a wide range of learner abilities. Teacher can track what students are able to do and what they are unable to do. The fact that

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portfolios can demonstrate growth is particularly important for English language learners. The findings supported findings by Krigere and Sardeiko (2000) that portfolio assessments were an effective tool for developing language skills in general and writing skills in particular. These results are in congruence with the study of Aly (2000) who found that students in experimental group could recognize their weak points (skills) in writing and develop as writers.

Portfolios are designed to be inclusive and contain authentic descriptions of what students can do, for example, the students who were weak in writing at the beginning of the school were now able to write independently after portfolio was introduced (Group B), and students who showed lack of interest in learning English literature had now started showing some love and interest to learn the subject (Group B).

4.5.3d Alternative to available tests

A number of researchers indicated that the most commonly used examinations can only provide teachers, parents and school authorities with a quick and limited view of the knowledge a student has actually achieved during a semester course (Slater, 1997; Wang, 2003). The fact that educational systems are examination oriented is common knowledge. The results of such tests which are often presented in marks are reported to the stakeholders. Test scores cannot be used to inform teachers and students of their overall teaching and learning effectiveness. Students are judged on the basis of a single test score from a test of questionable worth (Darling- Hammond & Wise, 1985; Haney & Madaus, 1989). Student performance on such tests can show day-to-day variation. These deficiencies and others have previously been "thoroughly described and documented" (Berlack et al., 1992, p. 8).

In contrast, portfolio assessment includes student's selected assessment worksheets built over extended time in which they could provide the teachers with some rich information of their students upon which are designed based on instructional decisions (Gomez, Grau, & Block, 1991). Portfolio assessment also has many benefits for teachers, parents and students. Making use of portfolios effectively largely depends on using their purpose appropriately. Many theoretical and empirical studies in the literature have reported superiority of portfolio assessment to traditional assessment tools in education (Asturias, 1994; Baki & Birgin, 2004; Barton & Collins, 1997; Birgin, 2003, 2008; De Fina, 1992; Ersoy, 2006; Gilman et al., 1995; Klenowski, 2000; Kuhs, 1994; Mullin, 1998; Norman, 1998; Sewell et al., 2002).

4.5.3e The need to ensure the accuracy of the Assessment techniques

The teachers have realized that the current design of the evaluation procedures did not truly reflect the students' capabilities in English language. The fact that evaluation has been generally in the traditional approach, which holds the philosophy that one test will represent all students despite individual differences. However, tests and other traditional assessments do have purposes, and can even be included in portfolios (Davis & Ponnamperuma, 2005).

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4.5.3f Assessing student performance and confirming their level of achievement

The stakeholders were highly concerned about the examinations scores as they used them to show how diligent students were and how well teachers performed. As a result, teachers faced great anxiety preparing students for examination rather than focusing on the curriculum and needs of the students under these circumstances. Thus, teachers' confirming to alternative assessment in the form of portfolio assessment as it promises effective teaching and learning as it allows the washback effect to occur. Recognizing progress in the students can be difficult however if the portfolio is used as part of the syllabus or syllabus-based, then teachers are able to design it systematically. Portfolio tracks the students' performance in class where examinations do not always tell teachers about what students have learned but rather what students have learned to pass the tests or to achieve certain grades.

4.6 Portfolio assessment model

The portfolio assessment model was proposed based on the ESL teachers' teaching in the classroom. The portfolio assessment model which is more authentic and student-centered serves as a framework for future ESL teachers who have the intention of using it for their students to bring about effective results in learning. The model draws a way to supplement the traditional approaches to assessment in the form of alternative assessment. Based on teacher's execution of each lesson integrating the portfolio assessment, features as core in conceptualizing portfolio as an assessment emerged and were identified.

Teachers develop the model based on the purpose of using portfolio as an assessment tool through a systematic assessment tool in instructional planning and student evaluation. Teachers planned and organized portfolio assessment so that the students could get a clear picture of what was expected of them when it was implemented. A good portfolio assessment procedure will results in good quality learning. When teachers were able to develop a stringent procedure for portfolio assessment, they could empower students with the required collecting, selecting and reflecting of materials to monitor their own progress in learning. The finding was similar to the models proposed by Moya and O'Malley (1994); Paulson and Paulson (1990); Staehler (1994); Kemp and Toperoff (1998); Gottlieb (1995); Barnhardt (1998); Ferris and Hedgcock (2005).

The models outline the essential steps necessary to design and implement a portfolio assessment in the classroom. It is very important to have a model for portfolio assessment as it will help ensure the portfolio is a reliable and valid assessment tool. Clear criteria for evaluation, including what must be included in the portfolio and rubrics for evaluation are vital to successful portfolio assessment (Fernsten, 2005). Portfolio assessment demands the following: clarity of goals, explicit criteria for evaluation, work samples tied to those goals, student participation in selection of entries, teacher and student involvement in the assessment process, and self-reflections that demonstrate students' metacognitive ability, that is, their understanding of what worked for them in the learning process, what did not, and why (Fernsten, 2005).

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The teachers embrace a critical role in making the portfolio assessment framework accessible to the students because they are the ones who will determine students' needs, strengths and weaknesses and guiding the students towards appropriate learning goals. Collecting evidence is one way teachers can report how their students learn. The teachers were able to tap students' learning when they do the self-assessment. The self-assessment is designed based on the learning objectives that had to be achieved by each and every student in the class. This opportunity supported teachers in terms of understanding the weaknesses of their students and allowed teachers to be resourceful and creative in assisting weak learners.

Teachers revealed that portfolio assessment would be incomplete without students' self-reflection as it informed teachers about their students' strengths and weaknesses in specific areas of learning. Student self-reflection served as a platform for teachers to further delve into the student's present state of competence and their understanding in learning English.

In portfolio assessment, the teachers have to construct the marking system for each task. Marking of students' work is done very frequently so that students are able to chart their own progress. The criteria for marking depend on the type of the task. In short, teachers have to plan, organize, manage, execute lesson, assess, implement the portfolio assessment model and then use these information for problem-solving, deciding students' growth in learning, critical thinking and decision making. Teachers are no longer providing information about students but they are more like information guides. Teachers are the main players in terms of supporting and educating the students about the portfolio assessment so that they can empower students to develop confidence, motivation, independence and sense of ownership in learning.

4.7 Conclusion

In sum, all the teachers interviewed agreed that portfolio serves an important purpose in teaching and learning. The purpose is clear, teachers can monitor student learning and students can monitor their own learning. In effect, using portfolio for learning and as an approach to teaching and learning can be defined along a continuum from conservative (and less challenging to traditional views of testing) to free form (and much more challenging to traditional testing). A conservative form of assessment attempts to preserve concepts such as consistency and reliability in any sort of measurement while a free from stresses the importance of tapping the individual nature of each writer and each classroom context (Camp, 1998). This underlying principle should encourage teachers to view portfolios as a viable approach for learning because it provides feedback to teachers and students about their progress in order to support learning; it also provides information about the level of students' achievements at points during and at the end of school which was supported by the responses from the students. Portfolio also contributes the information on which judgments are made concerning the effectiveness of teaching methods which were discussed in the data interpretation for research question two.

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4.8 Summary

The chapter presents the findings of the study and it is followed by the section on discussion. This section discusses the findings of the study and compares them with the related literature. The discussion began with the ESL teachers who had experience in implementing portfolio as an assessment tool in the classroom; they expressed that implementing portfolio as an assessment tool required a proper planning which can be grouped into three categories of portfolio assessment and its implementation, evidence of learning and stages involved in portfolio assessment.

The assessment process involved explaining the concept of portfolio assessment to students, collecting evidence of learning, grading, self-assessment, peer-assessment and self-reflection and assessment decision made by the teachers. The findings of others in using portfolios in the secondary ESL classroom assessment suggest that portfolio use in secondary classrooms essentially involves collecting samples of students' work and experiences which reflect through the things they do and say and how they think. Teachers who have paid attention to the process of learning as well as to the products of that learning evident in the portfolio collection can collaboratively assess the students' abilities, skills and knowledge to accurately evaluate, whether or not their teaching is preparing the students for the real world (Batzle, 1992; Tierney, Carter & DeSai, 1991; Valencia, 1990). It can be inferred that students do not just collect materials for learning but they collect the materials because they construe what they are able to learn.

The second section discussed how ESL students respond to portfolio assessment in which they shared that the assessment provided more opportunities for students to demonstrate their abilities to understand; acquire and critically interpret information in the classroom. The implementation of portfolio as an assessment tool helped them specifically with their academic development.

The third section provided specific information about how portfolio assessment assisted teachers to promote learning and teaching and enhance students' assessment. Teachers believe that use the portfolios facilitated students in setting academic and personal goals (what in real the student intend to learn) and to reflect on whether they have achieved their learning objectives. A very important part of the portfolio is what is called secondary evidence (Gottlieb, 1992). This includes teacher's checklists, which document and summarizes what the teachers understand about the students' ongoing growth, mastery and achievement. It can be concluded that teachers use the portfolio assessment as it provides an opportunity for students to monitor their own progress and to take responsibility in their learning and students get the chance to participate in the assessment process specifically tracking their own learning and confirming with their teachers.

The fourth section described the model teachers' use in implementing portfolio as an assessment tool. To be authentic, it is important that an assessment technique demonstrate student growth and achievement in a multi-dimensional manner. Therefore, a more viable model is one in which all teachers who teach ESL students contribute to the students' portfolios. The model developed in this study based on the teacher's teaching resembled

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models proposed by Moyaand O'Malley (1994); Paulson and Paulson (1990); Staehler (1994); Kemp & Toperoff (1998); Gottlieb (1995); Barnhardt (1998); Ferris and Hedgcock (2005). The researchers reported that portfolio used for educational assessment must offer more than a showcase for student products; it must be the product of a complete assessment procedure that has been systematically planned, implemented, and evaluated. The models are used to reveal the student and instructors, via observation of multiple examples of performances, in different times and contexts, how the students are developing as a learner. It also consists of a variety of performance-based assessments and uses specific criteria and authentic (real life) materials/activities.

The Portfolio Assessment Model described in this document distinguishes clearly between portfolios and portfolio assessment. Data obtained from the teacher's interviews, teacher's individual portfolios, and teacher's classroom observations depicted the following features as core in conceptualizing portfolio as an assessment tool which included the following; specify important skills, teachers' instructional strategies, teacher assesses students' work, teacher provide feedback on performance, provide opportunities for practice for students, compiling evidence of 'best efforts' in a portfolio and valuate the contents of portfolio using a rubric. The model was then modified based on the literature and needs of the teachers and students. The three suggestions include selecting forms of assessment; reliability and validity of portfolios and parents' involvement were proposed to make the model acceptable.

Newman, Smolen, & Lee (1995) suggested the steps we can use to implement an effective and efficient portfolio management system in the classroom. Their research results showed that the system has been successful in helping ESL students become actively involved in planning, assessing, and reflecting upon their own learning.

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CHAPTER FIVE

IMPLICATIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This study took a closer look at the implementation of portfolio as an assessment tool in the ESL classroom learning, effects of portfolio assessment on ESL student learning; factors influencing the implementation of portfolio as an assessment tool in Malaysian schools; and models of portfolio assessment ESL teachers can use in the Malaysian classroom context from the perspective of social constructivism learning theory. It has shown that by engaging in portfolio work, learning occurred and students were actively engaged in doing their work. This educational philosophy maintains that human learning occurs primarily through a socially interactive process which is the basis of Vygotsky's social constructivist learning theory.

5.1 Summary

The main purpose of this study was to understand and explore the implementation of portfolio assessment as an assessment tool by the ESL teachers at selected lower and upper secondary schools in Malaysia, ESL students' response towards the use of portfolio as an assessment tool, the factors that influenced ESL teacher to use portfolio as an assessment tool and also to propose an appropriate model of portfolio assessment for ESL teachers in the Malaysian ESL classroom context.

The study was carried out through the detailed investigation of four research questions. They are: (1) How has portfolio assessment been implemented in the teaching and learning of ESL in Malaysian classrooms? (2) How do ESL students respond to portfolio assessment that is being used in the classroom? (3) What are the factors that influence the ESL teachers to use portfolio assessment for the teaching and learning of ESL in Malaysian classrooms? (4) What portfolio assessment models would be appropriate in implementing portfolio assessment for ESL teaching and learning in Malaysian classrooms? These questions were continuously addressed throughout the study with the specific concern of determining the implementation of portfolio as an assessment tool by the ESL teachers, ESL students' response towards the portfolio assessment, factors that influenced ESL teachers to use portfolio assessment and also an appropriate model of portfolio assessment for Malaysian ESL classroom.

Specifically, a case study approach was employed, because the case was the implementation of portfolio as an assessment tool by the ESL teachers, more specifically the implementation and classroom settings. It was in these settings that implementation of portfolio as an assessment tool by the ESL teachers were developed and utilized. It would have been impossible for the researcher to have a true picture of the implementation of portfolio as an assessment tool by the ESL teachers without considering the context within which it occurred.

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A pilot study was conducted with three English teachers from the school to obtain their feedback pertaining to the questions related to the implementation of portfolio as an assessment tool. These teachers were involved in implementing portfolio as an assessment tool and based on their feedback, the protocol for classroom observation and interview were prepared, typed and compiled in a file. Data were supported by other six selected participants who had the experienced and implemented portfolio as an assessment tool. The data collections employed to achieve the purpose of the study were interviews. Each interviews lasted between one to one and a half hours, were taped recorded, transcribed verbatim and analyzed manually. Additionally, non-participant observation also took in the classrooms. The issues of ethical of this study had been addressed appropriately as this is a sensitive topic. The trustworthiness of the study was ensured through triangulation, namely member check and peer examination.

The participants of this are nine ESL teachers and forty-five ESL students. The findings yielded that teachers adhered to five main procedures which were the assessment purpose, collection of evidence, evaluation of evidence, reflection on learning and assessment decision. In order to implement portfolio as an assessment tool successfully, teachers developed assessment purpose based on the learning outcomes, involved students to collect evidence for learning, teachers examined evidence collected by the students, students reflected on their learning and teachers made assessment decision based on the portfolio.

General procedures in implementing portfolio as an assessment tool in the teaching and learning of ESL in Malaysian classrooms refer to the proper planning in which the teachers have to come up with a schedule of work to include the lesson units, the types of assessment task or activity based on the learning outcomes to be achieved. A Thorough planning is required before teachers could share and train their students about utilizing portfolio as an assessment tool in the classroom. Students need to be informed that portfolio served as a vehicle for learning as well as assessment. The teachers revealed that to execute portfolio assessment would require an assessment purpose which is tailored based on learning outcomes from the English language syllabus. Teachers divulged that they could assist students to become aware of the learning outcomes connected with language learning. Students would be more aware of the learning process and take a keen interest in doing their work to attain the learning outcomes. As a result, students would understand that they also need to be actively involved in the learning process.

The findings also revealed that that the teachers' effort in introducing and exposing students to set the assessment purpose via the learning outcomes enable the teachers to confirm the knowledge and skills that have been taught and learned by the students. It was discovered further that it is very important for the teachers to support the idea of independent learning to the students and motivate them to be responsible for their own learning.

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The teachers provided feedback to students after reading their self-reflection in the class. They spent some time with students explaining thoroughly on ways students can improve learning based on the topics the teachers had taught. Students were given many opportunities to speak and share their ideas about the assessment activities the teachers gave them in the classroom. The portfolio provides criteria for the identification of student achievement in learning which will improve the teaching and assessment process for the teachers. The teachers interpret each student's ability based on the marks given for each activity in the portfolio, students' individual performance, and also their personal contribution in terms of delivering and sharing of ideas during discussion in the classroom.

The findings revealed that the students noticed the potential of using portfolios could improve their learning because it enables students to think critically and independently. Portfolio assessment gives students the opportunity to be actively engaged in their work and they understand the purpose of doing it. The learning interest of the students shifts from time to time as portfolios provide a broader picture of students' progress and give teachers some ideas about what students know and can do on a variety of measures. In addition, students expressed their inability to understand the self-assessment and peer-assessment process as they felt uncomfortable being assessed by their friends.

Teachers utilized portfolio as an assessment tool in the classrooms due to the low English proficiency of the students and also for the need to ensure the accuracy of the assessment techniques. Via portfolios, the teachers could record and assess valuable information about student improvement and skill mastery. Along recording the progress that students' make in learning, the portfolio provides valuable information about how each student learns and what is important to him or her in the learning process. The teachers were concerned about students' obsession and adherence to study merely for examination. Using portfolio as an assessment tool was therefore an option and alternative for ESL teachers in this study to divert student's attention to do self-assessment in the learning process. The teachers introduced portfolio assessment to their students with the hope of assisting weak learners to improve their learning. The portfolio assessment model was constructed to guide learners to write compositions, improve mastery of English literature, expand vocabulary acquisition, reinforce grammar skills and create opportunities for learners to speak confidently. The portfolio assessment model derived in this study outlined several stages considered crucial for teachers to apply in their classrooms.

5.2 Conclusions

Several conclusions were drawn from this study. The researcher began the investigation with a suggestion that there was a need to gain insights into the implementation of portfolio as an assessment tool by the ESL teachers in the classrooms. It can further assist ESL teachers to alternative assessment in the form of portfolios to improve teaching and learning. This knowledge and understanding can better prepare teachers to identify students' needs so that they can match instruction to needs and assessment to instruction. As such, the study concluded:

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1. Teachers, who implemented portfolio as an assessment tool, sustain their teaching to ensure accuracy of the assessment techniques, improve their satisfaction in evaluation, and ultimately benefit the ESL students.

2. Tests do not truly measure the knowledge acquisition by our students. Evidence of this problem is indicated through the observations. The implementation of portfolio as an assessment tool will enable teachers to make decisions related to students' learning progress together with the suitability and effectiveness of classroom teaching.

3. The use of alternative assessment is crucial in the teaching and learning process as it provides teachers with substantial information for decision making in classroom.

4. A feasible model is needed: a portfolio combining multiple approaches to instruction and assessment, (most important of all), one that motivates students and improves their learning. Portfolio assessment model allows the teachers to see new developments and directions in teaching and learning if it is implemented appropriately.

5. Addressing issue that students study merely for examination can reduce the stress for the stake holders involved and integrate portfolio and traditional assessment complementarily to make evaluation practical.

6. Providing guidelines on how to implement the portfolio as an assessment tool in the Malaysian classrooms is an important task the teachers and educators should not ignore because assessment is an integral aspect to sustain teaching and learning.

7. Finally, portfolio assessment processes are in line with the social constructivist view of learning which promotes learners to create their personal meaning from any learning situation or social context without relying too much on the teachers.

This study has shown that portfolio assessment is ongoing and has the potential of allowing the teachers to monitor students' performance over time and their efforts to improve their work. We can continue using it if the students are given a proper guideline in assessing their own work. Students do not learn to monitor or assess their learning on their own; they need to be taught strategies for self-monitoring and self-assessment. Techniques for teaching students these strategies are parallel to those used for teaching learning strategies.

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The model developed in this study informs teachers that the technique for teaching students include the use of a checklist or rubric. When students try the technique themselves, they would be able to discuss whether and how well the technique has worked for them. In addition to checklists and rubrics for English language tasks, students can also use broader self-assessment tools to reflect on topics they have studied, skills they have learned, and their sense of their overall strengths and weaknesses. Students can share their self-assessments with a peer or in a small group, with instructions that they compare their impressions with other criteria such as test scores, teacher evaluations, and peers' opinions. This kind of practice helps students to be aware of their learning. The data from the study revealed that by implementing portfolio assessment, students were able to identify the problems they faced in learning. The students discovered this through the learning outcomes to which the teachers exposed them. This enabled the students to improve in the learning areas identified.

Findings from this study have shown that teachers' implementation of portfolio as an assessment tool in the classroom is considered as an alternative to make students become less examination-oriented and encourage students to monitor their own learning progress (teacher C, E & G, refer to page 193). This finding is encouraging because the use of portfolio as an assessment tool is viable as it can complement the standardized testing concurrently. Teachers can add marks students obtained from the portfolio together from the standardized tests. This will also demonstrate students' effort and breadth in learning. Creating the responsibility and awareness in students in terms of taking charge of their own learning is necessary so that learning is seen as a combination of a set of objectives put forward by both teachers and students although the students are not consciously aware of it.

The focus of this research is on the implementation of portfolio as an assessment tool and how it contributed to students' learning in the classroom and is related to the social constructivism theory of learning. For the ESL teachers, portfolios serve as a learning bridge for students to allow themselves to develop in more organized and structured ways when they collect evidence of their learning as a method of observing their own work and performance. In the same vein, social constructivists believe that learning takes place in different stages as students experience stages of self-discovery, self-learning, self-assessment in their social context which is the ESL classroom. This can be deduced from the literature review in Chapter Two where the researcher has shown the contextual and theoretical framework by situating this framework with the present educational scenario in Malaysia.

This study has also examined the studies by experts to look at how teachers have conducted portfolio as an assessment tool within the local context. The portfolio assessment model emerged in this study is specific for the Malaysian ESL context. The portfolio assessment model developed based on the classroom observations and teachers' interview data revealed that teachers followed a rigorous procedure in implementing portfolio as an assessment tool in the ESL classroom. The model is consistent with what the teachers are doing and supported by the literature. The model proposed outlines several stages for portfolio implementation as described below in Figure 8.

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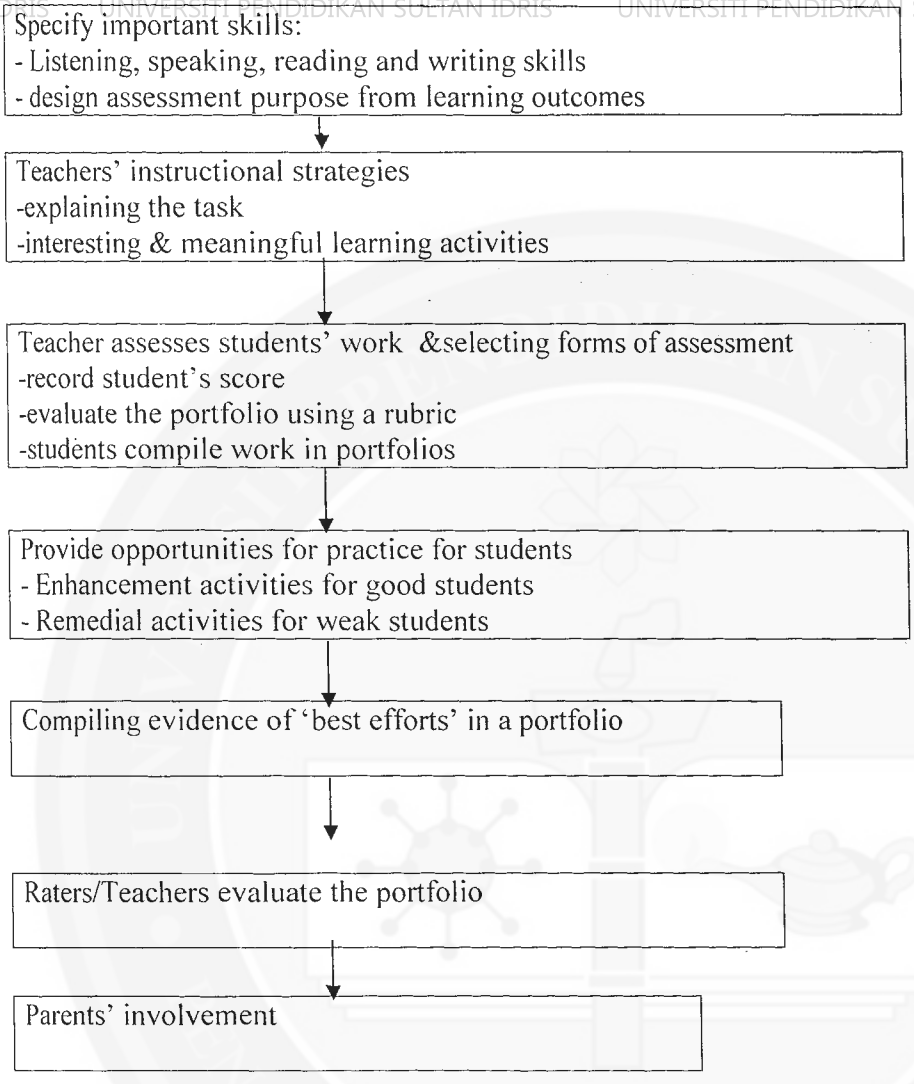


Figure 8: An appropriate model of portfolio assessment

The above figure describes the appropriate portfolio assessment model for teachers who intend to use portfolio as part of their assessment repertoire. This portfolio assessment model is beneficial as the process of assessment is ongoing and hence, students' performance is constantly monitored. The students' products that are assessed are the tasks related to the daily teaching activity. Assessment is thus integrated with teaching. Furthermore, a wide range of language items and skills can be assessed as it is based on the teaching units and hence learning objectives.

The study has shown that there is improvement in the assessment process as the portfolio contains work done based on a number of skills such as providing opportunity for students to speak with confidence, learn English Literature, help weak learners in constructing sentences, expose students to more activities, ability to communicate with one another and others. Furthermore, evaluative and supportive feedback is given by the teachers. The

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portfolio reflects change and growth in the students' performance and it encourages students and teachers' reflections. Hence continuity in education from one year to the next is ensured.

5.3 Implications for Practice and Theory

Any research has three phases; it begins with about the world we are operating in; we pose questions and take a closer look into it because we care and we want to make a difference. Although this belief is not necessary true to all researchers, it fully guides the research of the majority of researchers on assessment, specifically, portfolio as an assessment tool, both in the sciences and the social sciences. This study which investigates and interprets the implementation of portfolio as an assessment tool by the ESL teachers and ESL students' response to the portfolio assessment have placed value to the stakeholders including the teachers, students, parents, policy makers, and curriculum developer and help us to recognize each individual challenges where assessment is concerned. The researcher had literally heard teachers' voice through their practices that they employed in implementing portfolio as an assessment tool in the classroom. By looking at the factors that influence teachers to use the portfolio as an assessment tool, the study has shed some light particularly how this area can contribute to the assessment process in Malaysian ESL context.

5.3.1 Implications for Practice

Studies on portfolio as an assessment tool have been focused on teachers and students in local context or in other countries. This study provides a glimpse on the implementation of portfolio as an assessment tool among the ESL teachers in Malaysian context. This is the first study in Malaysia for research of implementing portfolio as an assessment tool to have taken the experiences of the ESL teachers into the focus. The question of administering the right assessment strategy is of great concern in Malaysia and reports reviewed that implementation of portfolio as an assessment tool in the form of alternative assessment could bring about effective results about students' learning cannot be overemphasized. Besides that, research indicated that it was high time to modify the assessment system as both teachers and students nowadays are too examination oriented. As such, this study serves importance to the teacher training programs, in service courses and higher learning institutions in Malaysia. Indeed, the study sought to address the lack of such research in a complex field of assessment as discovered by Young (2009) and Khoo (2006). Study on alternative assessment in the form of portfolio as an assessment tool requires a more holistic approach had been a constant call for researchers to address this particular issue.

This study which provides the understanding that portfolio assessment can help the students to discover their best potential in class without any boundaries supported by (Chan & Sidhu, 2010). Portfolio assessment provides a natural setting for the students to work for their portfolios. Working under normal classroom setting rather than a timed-examination encourages students to produce their true ability (Chan & Sidhu, 2010). Hence, teachers have to provide the opportunity for students to reflect authentically on the nature of the learning process better in preparing the portfolios. Therefore, teachers who often play the role of facilitator who shares tremendous knowledge and responsibilities in the teaching and learning and implementing portfolio as an assessment tool deserved to be researched on. This

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study describes the teachers' experiences in implementing portfolio as an assessment tool from different aspects included the stages involved in the implementation and the factors influenced them to use such assessment contributes to the studies of Chan & Sidhu (2010), Kemboja Ismail (2010), Mohd Rashid Mohd Saad and Mohd Asri Mohd Noor (2007) where they found alternative assessment could allow teachers to know the level of achievement in their teaching and learning objectives. Indeed, the findings confirmed for ESL teacher to know that using and administering the right assessment strategy are essential factors in the students' coping and improving their learning. This study has provided valuable information will be beneficial to the stakeholder.

In other words, the study offered some theoretical and conceptual answers that the researcher believes are significant. First, understanding the implementation of portfolio as an assessment tool and teachers' reasons for implementing it paves the way for effective teaching and learning for induction programs and in service courses. Recognizing and including the needs of the second language teachers and learners can be beneficial to clarify information for learners from different backgrounds; help teachers move through the obstacles they encounter in implementing portfolio as an assessment tool.

To the policy makers and curriculum developers, maintaining and developing a good relationship with teachers help alleviate some of the problems they may face in teaching, learning and assessing the students. Very often, preparing students for examinations make teachers face great anxiety. This also means that the teacher would have faced more obstacles in their teaching. Thus, before students become more examination-oriented and be dependable on the teachers, recognizing and probing into these problems faced by the teachers and students may reflect what is happening in both the teachers and students' situations will allow practitioners to understand that kind of psychological assistance they need.

The findings also indicated that the teachers are expected to be the primary agents to place knowledge and skills on students, yet they received very little supports from others, either professional or personal, in carrying out this essential role. Teachers in this study reported that they need more training in order to equip themselves the necessary knowledge and skills which they could apply into their daily classroom practices. Thus, those support need to be extended to these teachers, so that they can prepare students to cope with the changing social environment and teach them the variety of skills and areas of knowledge, supported the research by Sidhu, Chanand Hazadiah (2007) believed that an alternative assessment would allow students to evaluate their own progress and achievement better. The study has provided insights of the challenges the teachers face where assessment is concerned, from the factors that influenced the teachers to use the portfolio assessment and also students' response towards the assessment and how teachers can best understand and interact with the students and also that practitioners must bear in mind that they are dealing with culturally diverse students and parents across many generations, and with beliefs sometimes incongruent with our own. According to Hosseini & Ghabanchi (2014), the use of portfolio as an assessment tool has a positive effect on students' motivation. Thus, portfolio assessment could be regarded as a tool (Vygotsky's terminology) in enhancing growth and motivation of the students. The fact is that portfolio assessment could affect both psychological and cognitive

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ability. In this regard, students' motivation and growth were concerned as they are very important variables in academic settings. In brief, the findings of this study corroborate Yang (2003), Brown and Hudson (1998); Porter and Cleland (1995) who claim that portfolio assessment is influential in the EFL context. It is also in line with Crosby (1994, in Nezakatgoo, 2011), who highlights the significant role of portfolio assessment in promoting motivation.

5.3.2 Implications for Theory

From a theoretical viewpoint, this research has certainly provided evidence of the importance of understanding the implementation of portfolio as an assessment tool among the ESL teachers supports theories on learning in which students are known as thinkers with emerging theories of the world and students' questions are sought and valued. Teachers interact with students, mediating the environment for optimal learning. Teachers welcomed students' point of view so that students are encouraged to understand present concepts and further learning in subsequent lessons. Assessment of student learning is viewed as inquiry and is induced throughout teaching and learning. Portfolios are displays of students' work collecting information as evidence of their learning. This understanding significantly contributed to the role of teachers as knowledge provider. This study also contributed by adding another dimension into the notion of implementing portfolio as an assessment tool among the ESL teachers. For instances, the literature of implementing portfolio as an assessment tool by Chan & Sidhu (2010); Hosseini & Ghabanchi (2014). The study investigated into implementing portfolio as an assessment tool to bring about effective results of students' learning experiences contributed significantly to the literature of assessment and learning by Sigel (1978); Resnick (1984); Fosnot (1989); Brooks & Brooks(1993); Gottlieb (2000); Huitt & Lutz (2004); Hung & Huang (2010); Ang Chooi Kean and Mohamed Amin Embi (2010).

In relation to the theory of constructivism, the study has provided insights to the theory of learning by Piaget and Vygotsky which had been reviewed by tremendous amount of study. This study which is the focal of the teachers' implementation of portfolio as an assessment tool has proposed to strengthen the framework of Vygotsky's view towards learning and assessment. First, portfolio assessment may trigger teachers to develop more challenging materials that motivates students to demonstrate what they know. However, the implementation of portfolios requires teachers and students to understand the criteria towards which they will be working during the semester or quarter. Bonilla-Brown suggested that students improve their performance when they are encouraged to establish the standards on how to their portfolios will be evaluated. Those standards may become internalized in student classroom activities which, in turn, offer the students the responsibility to define and identify their work performance in cooperation with their peers. This is an important aspect of learning in the English language syllabus in Malaysian school which occurs in the ZPD which is the integration of skills. The teachers in this study tailor the learning outcomes for their lessons for each week. Then, the teachers prepare the assessment purpose based on the learning outcomes to ensure students could master the topics taught for the lesson. This study provides insights which are similar to Vygotsky's that students' cognitive and social constructs are accomplished in different pace and measure.The discussions on Vygotsky's ZPD have revealed that teachers can use portfolio as an assessment tool to monitor student

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learning. In the context of this study, social constructivism is embedded in the secondary school classroom. It shows that teachers are no longer limited to the prescriptive curriculum and classroom syllabus but the teachers can go beyond the prescribed official documents to make learning an invigorating experience to improve students' learning. By using portfolio as an assessment tool, the teachers can set and prepare the assessment tasks based on the learning outcomes to be achieved. At this stage, the teachers construct and reconstruct their knowledge according to the needs of their students because students were determined to take part in the classroom activities as they knew marks would be awarded for each activity they answered and submitted. This further shows that teachers can use portfolios not only to improve student learning but at the same time they can also improve their own teaching.

5.3.3 Methodological contribution

From the methodology viewpoint, the study of case study approach is a research methodology which is a ground breaking method of data collection ever employed by graduate students in Malaysia; it is a pioneering piece of work to have in-depth understanding of the phenomena starting with the case of implementation of portfolio as an assessment tool. The use of a case study research approach can illuminate a lot of information from the ESL teachers and students perspective where portfolio assessment is concerned. It appeared to generate the uniqueness of the case in the classroom context. The researcher has employed a research paradigm that requires to reveal the truth from the case. This is an effort that can provide the impetus for researchers to venture beyond existing correlates. Case study approach facilitates exploration of a phenomenon within its context using a variety of data sources. This ensures that the issues is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood. This is not only daunting, but too challenging for the researcher; how can the researcher ever know the 'conditions' that underlie experiences and make it possible? In carrying out the study, the only tool, the researcher had been the ESL teachers' experiences in implementing portfolio as an assessment tool, and also the specific propositions which extended assistance to the researcher to be able to place limits on the scope of the study and increase the feasibility of completing the study.

5.3.4 Pedagogical Implications

The analysis of the data and the findings of the study suggest some pedagogical implications both for the teachers and stake holders. The first implication is that the use of portfolio as an assessment tool appeared to complement teachers' use of instructional strategies centered on students' group work, classroom presentations and individual growth. Portfolios are compatible with strategies focused on different learning styles as it allows teachers to see new developments and directions in the teaching and learning. Findings of the study suggested that by providing feedback based on students' work is crucial as this will determine the types of work required for students to move to the next stage either in the form of remedial or enrichment activity. However, it should be taken into consideration that careful, systematic and a well-organized preparation is necessary. Before the implementation, portfolio should be introduced to the students in order to guide them especially if portfolios will be used as an assessment method for the first time.

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The second implication is portfolios enabled teachers to broaden their curriculum to include areas of learning which they traditionally could not assess with standard testing such testing students' learning based on the lesson units planned by the teachers. From the findings issues such as the correct procedures of carrying out portfolio as assessment tool should be addressed at the school and classroom levels. The ability to interpret the different kinds of information about students with low and high ability and students' learning is significant. Teachers need to be trained to interpret learning data so that they can make the correct decision. Portfolios can be used as a mechanism that promotes self and active learning as students are in control of their own learning. They can monitor their own progress and consciously identify their own learning goals. Learning goals are achievable objectives that are defined by the syllabus and teachers are responsible in imparting this to the students.

The third implication based on the results of the data analyses, almost all of the students showed positive response towards portfolio even though their proficiency in English was low. Nevertheless, they were satisfied with the progress they had and their portfolios provided them with extra source of motivation in learning English. The findings showed that the students felt more motivated at the end of the portfolio implementation. The students pointed out that their experiences in taking part in the all the tasks given by their teachers allowed them to chart their progress in learning. Considering these findings, teachers who wish to create a motivating learning atmosphere in their classrooms may use portfolio as an alternative assessment method.

The fourth implication is that the existing assessment practices in the school should be reviewed and emphasis should be put on portfolio assessment in which the teachers will inform the students how they have performed, what their mistakes are so that students can act on the information received by making corrections and improvements. To tap the full potential of assessment and improve student learning, we must strike a balance between standardized test *of* learning and classroom assessment *for* learning (Stiggins, 2004, p. 26). Portfolio assessment and traditional assessment can also be used complementarily to make evaluations practical, viable and accurate (Barootchi & Keshavarz, 2002, p. 281).Both the teachers and students have different roles to play in the assessment. Teachers are no longer the sole provider for information for the students but they facilitate and empower students to take charge of their own learning and involve them in the selection of processes and strategies to monitor and self-assess their learning, thus sharing the responsibility for the acquisition and development of their linguistic knowledge and skills (Cohen, 1998; Macaro, 2001). Portfolio assessment will require instruction for both teachers and students so that both sides understand their new roles and responsibility (O'Malley & Valdez Pierce, 1996). Students should understand that the assessment conducted would enable them to chart their progress and achievements rather than comparing their performance with other students. Portfolio assessment requires time and it should be implemented earlier or at the beginning of the academic year. Introducing portfolio assessment earlier is worthwhile as the teachers can prepare more assessment activities and the students can monitor, reflect and improve their learning. Teachers have to provide and come up with proper guidelines for the students to understand the use of portfolio as an assessment tool and the related assessment activities in the classroom. Teachers have to invest a great amount of time on explaining the criteria

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involved for the use of portfolio as an assessment tool and also the self-reflection. To conclude, portfolio keeping may be recommended as an effective instructional tool in terms of both learning and assessment.

5.4 Recommendations for Future Research

The present study was carried out with nine ESL teachers and forty-five upper and lower secondary school students in an ESL setting at two ESL secondary Schools in Perak and Selangor. Hence, the findings of the study can be an example for those interested in the implementation of portfolio as an assessment tool, but this study cannot be generalized to all levels and all ESL learners. Further research can be done with more participants and at different levels to explore the effect of portfolio with students at different levels. In addition, this study had to be completed in a limited time (three months based on the school calendar). In order to observe the long-term effects of the implementation of portfolio keeping, longitudinal studies that take more than a year can be carried out. Longitudinal and survey studies can also reveal the influence of portfolio keeping on students' proficiency levels and general academic achievement in ESL classrooms. A further research is to test the portfolio assessment model whether it is feasible as a leading alternative assessment approach. For this study a control group with whom traditional assessment tools are used and an experimental group with whom portfolio assessment model is used can be compared and investigated.

First of all, the portfolio assessment model proposed in this study serves as a guideline for teachers who intend to introduce it to their students in terms of improving learning in the classroom. Not only have that, teachers can implement the model simultaneously with the examinations in which they can allocate certain grades for the portfolios. By doing this, the teachers can ensure students do not merely study for examinations but also work independently by being resourceful and creative in collecting evidence of their own learning. The emphasis of school assessment is on collecting firsthand information about pupils' learning based on curriculum standards. In portfolio assessment, teachers plan the assessment, prepare the instrument in the form of activities based on the learning outcomes and administer the assessment during the teaching and learning process. Teachers would then mark student responses and report their progress. This is in line with the school-based assessment which focuses more on project works, observations, quizzes, oral presentation and classroom discussion which require students to collect evidence of learning. At the same time, as such school-based assessment is much likened to alternative assessment which is appropriate for the students.

Secondly, based on the findings of this study, almost all of the students had positive response toward the implementation of portfolio as an assessment tool. Teachers were satisfied with the progress the students made as the portfolios provided them with extra source of motivation in learning English. ESL teachers who wish to increase motivation in their ESL classrooms can make use of portfolios rather than traditional assessment.

Due to students' initial anxiety toward the portfolio assessment, they had limited opportunities to practice peer, self-assessment and self-reflection. It might be considered as a weakness in the study as students might need more time to gain more hands-on experiences

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in carrying out these assessment activities before they could get involved in the portfolio assessment.

Based on the findings of the study, the students felt more responsible for their own learning and felt motivated at the end of the portfolio implementation. They pointed out that they had always wanted to be independent learners; however, they had not experienced any learning tasks or opportunities which would promote them to take charge of their own learning. As mentioned in the study, portfolio is one of the assessment tools which may improve learner autonomy. Considering these findings, teachers who wish to create a motivating atmosphere with learners taking charge of their own learning in a classroom may use portfolio as an alternative assessment method.

This study is related to the factors that influence ESL teachers to use portfolio as an assessment tool to improve students' learning. In the interviews, the teachers revealed that it was not easy to motivate students to learn English due to their different backgrounds and fear of difficulties in mastering English. Thus, the teachers opted to introduce portfolio to their students with the hope of changing students' mind-set toward learning English. The teachers shared that students were keener to learn English as portfolio involved grades that would be accumulated in their final examinations. As a result, the students realized the benefits of using portfolio could improve their own learning as it also teaches the students to become independent thinkers and autonomous learners.

The results of the study also indicated that the implementation of portfolio as an assessment tool should be used as a supplementary tool even if traditional assessment tools are obligatory in Malaysia since portfolio as an alternative assessment tool might foster critical thinking and creativity in terms of the fact that portfolio enables the students to do research, create their own works and focus on producing more than receiving. To conclude, the implementation of portfolio as an assessment tool may be recommended as an effective instructional tool in terms of both learning and assessment. Considering the findings and feedback from the teacher and students about keeping a portfolio, some limitations of the study and suggestions for further research are presented in this section.

Portfolio assessment is a form of assessment intended for more effective teaching and learning and therefore required both the teachers and students' involvement and hence the findings of the study show that one of the ways to verify that students' learning is taking place in the classroom is by using the self-assessment in the implementation of portfolio assessment. When teachers record student's progress in learning to show their formative development over a period of time, portfolio provides students the space for them to grow and also monitor their own growth in learning. The findings of this research coincide with issues concerning the potential and the usefulness of implementing portfolio as an assessment tool. The data derived from this study showed that some of the issues have been answered directly and indirectly. Specifically, this research identified four major findings within the implementation of portfolio as an assessment tool:

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First, teachers, who implemented portfolio as an assessment tool, sustain their teaching to ensure accuracy of the assessment techniques, improve their satisfaction in evaluation, and

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ultimately benefit the ESL students. Second, portfolio assessment model allows the teachers to see new developments and directions in teaching and learning if it is implemented appropriately. Third, integrating portfolios and traditional assessment in a complementary manner and addressing the issue that students study merely for examination can reduce the stress for the stake holders involved. Finally, portfolio assessment processes are in line with the social constructivist view of learning which promotes learners to create their personal meaning from any learning situation or social context without relying too much on the teachers.

Implementing portfolio as an assessment tool in Malaysian schools will benefit both the teachers and students. The students' portfolio samples reveal that students are willing to collect evidence for their learning in order to achieve their learning goals. The students' portfolios samples show that it is a collection of their individual hard work which they believe could be used to track and improve their learning. On the other hand, teachers can grade students work from time to time to gauge students' performance in the classroom. The implementation of portfolio as an assessment tool has somehow created a conducive learning environment for the students to be involved in the assessment process by being responsible and taking charge of their own learning.

The most important finding of this study is how it shows the students' immense engagement in the self-assessment process. A post-doctoral study would be beneficial in developing a framework for the self-assessment process. Nonetheless, the findings of this study should empower the Ministry of Educations in reevaluating the secondary school syllabus particularly by looking at the monitoring aspect of portfolio implementation by the ESL teachers who have the interest in improving student learning. Although there are still gaps in trying to establish a clear relationship between teaching and learning and also the use of portfolio for assessment purpose in the Malaysian secondary classrooms, they are mostly underlined by perceptions or beliefs among the teachers as well as those in authority. These gaps should not hamper the Ministry's aspirations to produce students who are information rich and well-tuned to compete with the current globalization through the use of innovative approaches such as portfolio.

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BIODATA OF STUDENT

Charanjit Kaur a/p Swaran Singh was born in Tapah, Perak, Malaysia on 6th December 1979. She received her primary education at Sekolah Rendah Kebangsaan Sri Bidor, Perak. She completed her secondary school education in 1996 at Sekolah Menengah Kebangsaan Syeikh Abdul Ghani, Bidor, Perak. She then acquired her Sijil Tinggi Peperiksaan Malaysia (STPM) in 1998 at Sekolah Menengah Kebangsaan Buyong Adil, Tapah, Perak. In 1999, she pursued a Bachelor's Degree in Universiti Malaya and then furthered her Diploma in Education (Tesl) in Institut Perguruan Bahasa Bahasa Antarabangsa, Lembah Pantai, Bangsar. She then started working at Polytechnic Sultan Azlan Shah in 2003. She furthered her Masters' in Education (Tesl) in 2007. She resigned from Polytechnic and joined Universiti Pendidikan Sultan Idris in 2008. She was offered a scholarship by the Ministry of Higher Education, Malaysia to pursue a full time PhD in Universiti Putra Malaysia in 2010. In 2011, She has successfully passed her comprehensive examination as a PhD student. Her researches are mainly in the areas of language testing and evaluation, and assessment.

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PAPERS PUBLISHED:

Charanjit Kaur., and Arshad Abdul Samad. (2013). Portfolio as an Assessment Tool and Its Implementation in Malaysian ESL Classrooms: A Study in Two Secondary Schools.*Pertanika Journal of Social Sciences & Humanities*;12/ 1/2013, Vol. 21 Issue 4, p1255.

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Appendix N

Instruction to Research Participants

Participation-Release Agreement

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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Instructions to Research Participants

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Date:

Dear

Thank you for your interest in my dissertation research on the implementation of portfolio as an assessment tool in your respective school.

I value your participation and thank you for the commitment of time, energy and effort. If you have further questions before signing the release form or if there is a problem with the date and time of our meeting in the schools for observations and interviews, I can be reached at 102-6635068.

Sincerely,

_____

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Participation-Release Agreement

I agree to participate in a research study of the implementation of portfolio as an assessment tool as described in the attached narrative. I understand the purpose and nature of this study and am participating, voluntarily. I grant permission for the data to be used in the process of completing a PhD degree, including a dissertation and any other future publication. I understand that my name and other demographic information which might identify me will not be used.

I agree to meet at the following classroom _____ on the following date _____ for observation and also an interview of half an hour to two hours, and to be available to a mutually agreed time for an additional one and a half interview, if necessary. I also grant permission for the tape recording of the interviews.

_____ _____

Research participant Primary Researcher

_____ _____

Date: Date:

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UPM/FPP/TDPS/8.39

16 February 2012

Sekolah Menengah Kebangsaan Methodist,
Jalan Slim,
35900 Tanjong Malim,
Perak Darul Ridzuan

Sir/Madam,

REQUEST PERMISSION TO CARRY OUT RESEARCH.

I hereby acknowledged that the student mentioned below is a post-graduate student of the Faculty of Educational Studies, Universiti Putra Malaysia, and he has registered for the course as mentioned below ;

Name	:	Charanjit Kaur A/P Swaran Singh
Matric Number	:	GS 28622
Programme	:	TESL (Ph.D)
Course Code	:	SPS6999
Title of Course	:	Doctoral Research
Title of Research	:	"Implementation of portfolio as an assessment tool in Malaysian classrooms and its impact on ESL teachers and students".

This student is required to do a research as the title of research suggests. The required information can be obtained from your office. Therefore, I would be very grateful if you could give permission and assistance to this student to carry out his research.

Your cooperation and assistance are deeply appreciated.

Thank you.

Yours sincerely,

ASSOC. PROF DR. ARSHAD ABD SAMAD
SUPERVISOR

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Selangor

Pengarah
Jabatan Pelajaran Perak
Jalan Tun Abdul Razak
30640 Ipoh
(UP: Unit Perhubungan & Pendaftaran) 23 Mac 2012
up: Encik Ensar

Tuan,

Memohon Kebenaran Untuk Menjalankan Kajian bagi Tujuan Ijazah Doktor Falsafah

Berhubung perkara di atas, saya Charanjit Kaur a/p Swaran Singh (791206-08-5374) ingin meminta kebenaran untuk menjalankan kajian di dua buah sekolah di Tanjong Malim iaitu Sekolah Menengah Kebangsaan Katolik, Tanjong Malim dan Sekolah Menengah Kebangsaan Methodist, Tanjong Malim.

2. Saya adalah pelajar Ijazah Kedoktoran dari Fakulti Pengajian Pendidikan, Universiti Putra Malaysia dan bidang kajian saya adalah berkaitan dengan 'penilaian dalam pengajian TESL'. Berikut merupakan maklumat bidang pengajian saya:

Tajuk penyelidikan	: Implementation of Portfolio as an Assessment tool in Malaysian classrooms and its impact on ESL teachers and students
Tempoh kajian	: April 2012 – Julai 2012
Bilangan Guru yang terlibat	: Sekolah Menengah Kebangsaan Katolik, Tanjong Malim - Puan Nor Azean
	: Sekolah Menengah Kebangsaan Methodist, Tanjong Malim - Puan Shadida Fauza & Puan Bavani

3. Saya ingin memohon jasa baik dan kerjasama Tuan untuk menjalankan kajian penyelidikan bersama guru-guru Bahasa Inggeris dari dua buah sekolah yang dinyatakan di atas.

Kerjasama tuan dalam hal ini amatlah saya hargai. Sekian terima kasih.

Yang benar,

CHARANJIT KAUR A/P SWARAN SINGH (GS28622)
PELAJAR IJAZAH DOKTOR FALSAFAH,
FAKULTI PENGAJIAN PENDIDIKAN
UNIVERSITI PUTRA MALAYSIA

BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
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Ruj. Kami : **KP(BPPDP)603/5/JLD.2 (195)**
Tarikh : **29 Februari 2012**

Charanjit Kaur A/P Swaran Singh
No 46 Kg. Sg. Chik
Hulu Yam Baru
44300 Batang Kali
Selangor

Tuan/Puan,

Kelulusan Untuk Menjalankan Kajian Di Sekolah, Institut Perguruan, Jabatan Pelajaran Negeri Dan Bahagian-Bahagian Di Bawah Kementerian Pelajaran Malaysia

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian bertajuk :

" A Qualitative Study On The Implementation Of Portfolio As An Assessment Tool In Malaysian Classrooms And Its Impact On ESL Teachers And Students " diluluskan.

2. Kelulusan ini adalah berdasarkan kepada cadangan penyelidikan dan instrumen kajian yang tuan/puan kemukakan ke Bahagian ini. **Kebenaran bagi menggunakan sampel kajian perlu diperolehi dari Ketua Bahagian/Pengarah Pelajaran Negeri yang berkenaan.**

3. Sila tuan/puan kemukakan ke Bahagian ini senaskah laporan akhir kajian dalam bentuk elektronik berformat Pdf di dalam CD bersama naskah *hardcopy* setelah selesai kelak. Tuan/Puan juga diingatkan supaya **mendapat kebenaran terlebih dahulu** daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan/puan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(DR. HJ. ZABANI BIN DARUS)
Ketua Sektor
Sektor Penyelidikan & Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pelajaran Malaysia

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DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

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s.k

Pengarah
Jabatan Pelajaran Negeri Perak

Pengarah
Jabatan Pelajaran Negeri Selangor

Prof. Dr. Zaidatol Akmaliah Lope Pihie
Deputy Dean
Faculty of Educational Studies
Universiti Putra Malaysia
43400 Serdang
Selangor

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
KEMENTERIAN PELAJARAN MALAYSIA
ARAS 1-4, BLOK E-8
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA.

Telefon : 03-88 46591
Faks : 03-88 46579

Ruj. Kami : **KP(BPPDP)603/5/JL .2 (195)**
Tarikh : **29 Februari 2012**

Charanjit Kaur A/P Swaran Singh
No 46 Kg. Sg. Chik
Hulu Yam Baru
44300 Batang Kali
Selangor

Tuan/Puan,

Kelulusan Untuk Menjalankan Kajian Di Sekolah, Institut Perguruan, Jabatan Pelajaran Negeri Dan Bahagian-Bahagian Di Bawah Kementerian Pelajaran M laysia

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan/p an untuk menjalankan kajian bertajuk :

" **A Qualitative Study On The Implementation Of Portfolio As An Assessme t Tool In Malaysian Classrooms And Its Impact On ESL Teachers And Students** " diluluskan.

2.. Kelulusan ini adalah berdasarkan kepada cadangan penyelidikan dan instrumen kajian yang tuan/puan kemukakan ke Bahagian ini. **Kebenaran bagi menggunakan sampel kajian perlu diperolehi dari Ketua Bahagian/Pengarah Pelajaran Negeri yang berkenaan.**

3. Sila tuan/puan kemukakan ke Bahagian ini senaskah laporan akhir kajian dalam bentuk elektronik berformat Pdf di dalam CD bersama naskah *hardcopy* setelah selesai kelak. Tuan/Puan juga diingatkan supaya **mendapat kebenaran terlebih dahulu** daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan/puan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(DR. HJ. ZAINI BIN DARUS)
Ketua Sektor
Sektor Penyelidikan & Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pelajaran Malaysia

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N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI F

s.k

Pengarah
Jabatan Pelajaran Negeri Perak

Pengarah
Jabatan Pelajaran Negeri Selangor

Prof. Dr. Zaidatol Akmaliah Lope Pihie
Deputy Dean
Faculty of Educational Studies
Universiti Putra Malaysia
43400 Serdang
Selangor

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

جابتن فلايجرن سلاغور
JABATAN PELAJARAN SELANGOR
Jalan Jambu Bol 4/3E, Seksyen 4, 40604 Shah Alam,
Selangor Darul Ehsan

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI F

Rujukan Kami : JPNS.PPN 600-1/58 JLD.14(18)
Tarikh : 20/3/2012

CHARANJIT KAUR A/P SWARAN SINGH
NO. 46 KG. SG.CHIK
HULU YAM BARU
44300 BATANG KALI
SELANGOR

Tuan,

A QUALITATIVE STUDY ON THE IMPLEMENTATION OF PRPRTFOLIO AS AN ASSESSMENT TOOL IN MALAYSIAN CLASSROOM AND ITS IMPACT ON ESL TEACHERS AND STUDENTS

Perkara di atas dengan segala hormatnya dirujuk.

2. Jabatan ini tiada halangan untuk pihak tuan menjalankan kajian/penyelidikan tersebut di sekolah-sekolah dalam Negeri Selangor seperti yang dinyatakan dalam surat permohonan.

3. Pihak tuan diingatkan agar mendapat persetujuan daripada Pengetua/Guru Besar supaya beliau dapat bekerjasama dan seterusnya memastikan bahawa penyelidikan dijalankan hanya bertujuan seperti yang dipohon. Kajian/Penyelidikan yang dijalankan juga tidak mengganggu perjalanan sekolah serta tiada sebarang unsur paksaan.

4. Tuan juga diminta menghantar senaskah hasil kajian ke Unit Perhubungan dan Pendaftaran Jabatan Pelajaran Selangor sebaik selesai penyelidikan/kajian.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(MOHD SALLEH BIN MOHD KASSIM)
Penolong Pendaftar Institusi Pendidikan dan Guru,
Jabatan Pelajaran Selangor,
b.p. Ketua Pendaftar Institusi Pendidikan dan Guru,
Kementerian Pelajaran Malaysia.

s.k. 1. Fail

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

No. Telefon: 03-55186500
No. Faksimili: 03-55102133
Email: jpn.selangor@moe.gov.my
Laman Web: http://www.moe.gov.my/jps

جابتن فلايجرن سلاعور
JABATAN PELAJARAN SELANGOR
Jalan Jambu Bol 4/3E, Seksyen 4, 40604 Shah Alam,
Selangor Darul Ehsan

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS

Rujukan Kami : JPNS.PPN 600-1/58 JLD.14(18)
Tarikh : 20/3/2012

CHARANJIT KAUR A/P SWARAN SINGH
NO. 46 KG. SG.CHIK
HULU YAM BARU
44300 BATANG KALI
SELANGOR

Tuan,

A QUALITATIVE STUDY ON THE IMPLEMENTATION OF PRPRTFOLIO AS AN ASSESSMENT TOOL IN MALAYSIAN CLASSROOM AND ITS IMPACT ON ESL TEACHERS AND STUDENTS

Perkara di atas dengan segala hormatnya dirujuk.

2. Jabatan ini tiada halangan untuk pihak tuan menjalankan kajian/penyelidikan tersebut di sekolah-sekolah dalam Negeri Selangor seperti yang dinyatakan dalam surat permohonan.

3. Pihak tuan diingatkan agar mendapat persetujuan daripada Pengetua/Guru Besar supaya beliau dapat bekerjasama dan seterusnya memastikan bahawa penyelidikan dijalankan hanya bertujuan seperti yang dipohon. Kajian/Penyelidikan yang dijalankan juga tidak mengganggu perjalanan sekolah serta tiada sebarang unsur paksaan.

4. Tuan juga diminta menghantar senaskah hasil kajian ke Unit Perhubungan dan Pendaftaran Jabatan Pelajaran Selangor sebaik selesai penyelidikan/kajian.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(MOHD SALLEH BIN MOHD KASSIM)
Penolong Pendaftar Institusi Pendidikan dan Guru,
Jabatan Pelajaran Selangor,
b.p. Ketua Pendaftar Institusi Pendidikan dan Guru,
Kementerian Pelajaran Malaysia.

s.k. 1. Fail

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS

No. Telefon: 03-55186500
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Email: jpn.selangor@moe.gov.my
Laman Web: http://www.moe.gov.my/jpnselangor

JABATAN PELAJARAN PERAK
JALAN TUN ABDUL RAZAK,
30640 IPOH,
PERAK DARUL RIDZUAN.

Telefon : 05-501 5000 Faks : 05-527 7273 Portal : www.pelajaranperak.gov.my

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI P

" 1 MALAYSIA : RAKYAT DIDAHULUKAN, PENCAPAIAN DIUTAMAKAN "

Ruj.Kami: J.PEL.PK.(AM)5114/4/ Jld.8 (40)
Tarikh: 26 Mac 2012

CHARANJIT KAUR A/P SWARAN SINGH
No.46, Kampung Sungai Chik,
Hulu Yam Baru
44300 Batang Kali,
Selangor Darul Ehsan.

Puan,

KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH

Sukacita saya merujuk perkara di atas.

2. Dengan ini dimaklumkan bahawa Jabatan Pelajaran Perak **tiada halangan** untuk membenarkan pihak puan menjalankan kajian bertajuk **"Implemention Of Portfolio As An Assessment Tool In Malaysian Classrooms And Its Impact On ESL Teachers And Students"** melibat guru sekolah sebagai sampel kajian dengan syarat-syarat berikut:

2.1 Pihak puan perlu mendapatkan kebenaran terlebih dahulu daripada Pegawai Pelajaran Daerah dan Pengetua sekolah untuk menggunakan sampel kajian;
2.2 Kajian yang dijalankan hendaklah tidak mengganggu proses pengajaran dan pembelajaran di sekolah;
2.3 Pihak puan bertanggungjawab menjaga keselamatan dan kebajikan guru-guru yang terlibat dalam kajian ini;
2.4 Pihak puan hendaklah bertanggungjawab menanggung semua kos kajian termasuk pengangkutan, makan dan minum peserta yang terlibat;
2.5 Guru-guru tidak boleh dipaksa terlibat dengan kajian ini;
2.6 Pihak puan dipohon agar mengemukakan **satu (1) salinan laporan kajian dalam tempoh 30 hari** ke jabatan ini selepas kajian tersebut dilaksanakan.
2.7 Tiada sebarang implikasi kewangan terhadap pihak Jabatan Pelajaran Negeri Perak, Pejabat Pelajaran Daerah dan pihak sekolah.

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI F

3. Kebenaran permohonan ini adalah untuk tujuan yang dipohon, melibatkan sekolah-sekolah yang dinyatakan sahaja dan akan luput selepas **Julai 2012**.

Sekian,terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(AHMAD ENSAR BIN RAMLI)
Penolong Pengarah,
Unit Perhubungan dan Pendaftaran,
Jabatan Pelajaran Perak.
b.p. Pengarah Pelajaran Perak

s.k. 1. Pengetua, S.M.K. Katolik, Tanjong Malim
2. Pengetua, S.M.K. Methodist, Tanjong Malim

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
ORIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

Charanjit Kaur a/p Swaran Singh
NO 46, Kampung Sg Chik
Hulu Yam Baru
44300, Batang Kali
Selangor

Pegawai Pelajaran
Daerah Batang Padang
Jalan Pahang
35000 Tapah, Perak Darul Ridzuan
(UP: Unit Perhubungan, Encik Azman)

02 April 2012

Tuan,

Memohon Kebenaran Untuk Menjalankan Kajian bagi Tujuan Ijazah Doktor Falsafah

Berhubung perkara di atas, saya Charanjit Kaur a/p Swaran Singh (791206-08-5374) ingin meminta kebenaran untuk menjalankan kajian di dua buah sekolah di Tanjong Malim iaitu Sekolah Menengah Kebangsaan Katolik, Tanjong Malim dan Sekolah Menengah Kebangsaan Methodist, Tanjong Malim.

2. Saya adalah pelajar Ijazah Kedoktoran dari Fakulti Pengajian Pendidikan, Universiti Putra Malaysia dan bidang kajian saya adalah berkaitan dengan 'penilaian dalam pengajian TESL'. Berikut merupakan maklumat bidang pengajian saya:

Tajuk penyelidikan	: Implementation of Portfolio as an Assessment tool in Malaysian classrooms and its impact on ESL teachers and students
Tempoh kajian	: April 2012 – Julai 2012
Bilangan Guru yang terlibat	: Sekolah Menengah Kebangsaan Katolik, Tanjong Malim - Puan Nor Azean
	: Sekolah Menengah Kebangsaan Methodist, Tanjong Malim - Puan Shadida Fauza & Puan Bavani

3. Saya ingin memohon jasa baik dan kerjasama Tuan untuk menjalankan kajian penyelidikan bersama guru-guru Bahasa Inggeris dari dua buah sekolah yang dinyatakan di atas. Dengan ini, saya sertakan surat kebenaran mejalankan kajian daripada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan (EPRD), Jabatan Pelajaran Perak (JPN) & Universiti Putra Malaysia (UPM).

Kerjasama tuan dalam hal ini amatlah saya hargai. Sekian terima kasih.

Yang benar,

CHARANJIT KAUR A/P SWARAN SINGH (GS28622)
PELAJAR IJAZAH DOKTOR FALSAFAH
FAKULTI PENGAJIAN PENDIDIKAN
UNIVERSITI PUTRA MALAYSIA
0126635068

UNIVERSITI PENDIDIKAN SULTAN IDRIS

PEJABAT PELAJARAN DAERAH BATANG PADANG
JALAN PAHANG,
35000 TAPAH, PERAK DARUL RIDZUAN.
PORTAL :http://www.ppdbatangpadang.edu.my

No. Tel : 605-4011363
No. Fax : 605-4013527

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID

"Perak Sentiasa Di Puncak Kecemerlangan"

Ruj. Tuan :
Ruj. Kami :PPD.BP. 01/16/018 (64)
Tarikh : **4 April 2012**

Charanjit Kuar A/P Swan Singh
No. 46 Kampung Sungai Chik
Hulu Yam Baru
44300 Batang Kali
Selangor Darul Ehsan

Tuan/Puan,

KEBENARAN MENJALANKAN KAJIAN DI SEKOLAH

Dengan hormatnya saya merujuk perkara di atas. Surat JPN Perak J.Pel.PK.(AM)5114/4.Jld.8 (40) bertarikh 26 Mac 2012 adalah berkaitan.

2. Dengan ini dimaklumkan bahawa Pejabat Pelajaran Daerah Batang Padang **TIADA HALANGAN** membenarkan pihak tuan/puan menjalankan kajian bertajuk **"Implemention Of Portfolio As An Assessment Tool In Malaysian Classroom And Its Impact On ESl, Teachers And Student"** melibatkan guru sekolah sebagai sampel kajian dengan syarat-syarat berikut:

2.1 pihak tuan perlu mendapatkan kebenaran terlebih dahulu daripada Pengetua sekolah untuk menggunakan sampel kajian;

2.2 kajian yang dijalankan hendaklah tidak menganggu proses pengajaran dan pembelajaran di sekolah;

2.3 pihak tuan/puan bertanggungjawab menjaga keselamatan dan kebajikan guru-guru yang terlibat dalam kajian ini;

2.4 pihak tuan/puan hendaklah bertanggungjawab menanggung semua kos kajian termasuk pengangkutan, makan dan minum peserta yang terlibat;

2.5 guru-guru tidak boleh dipaksa terlibat dengan kajian ini;

2.6 Pihak tuan/puan dipohon agar mengemukakan **satu (1) salinan laporan kajian dalam tempoh 30 hari** ke Pejabat Pelajaran Daerah Batang Padang selepas kajian tersebut siap dan lengkap;

2.7 tiada sebarang implikasi kewangan terhadap Pejabat Pelajaran Daerah dan pihak sekolah.

3. Sebarang pertanyaan, sila berhubung dengan Encik Azman B Ismon, Pegawai Perhubungan, PPD Batang Padang di talian 054011363/ 011-14730450. Kerjasama dan perhatian tuan saya dahului dengan ucapan ribuan terima kasih.

Sekian, terima kasih.

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

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N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI F

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(OSMAN BIN MOHAMED BAHARI)
Timbalan Pegawai Pelajaran Daerah
b.p. Pegawai Pelajaran Daerah Batang Padang

s.k. : 1. Pengetua, SMK Khatolik, Tg Malim
2. Pengetua, SMK Methodist, Tg Malim

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DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

Charanjit Kaur a/p Swaran Singh
NO 46, Kampung Sg Chik
Hulu Yam Baru
44300, Batang Kali
Selangor

Diberantah

TENG SIEW BEE
PENGETUA CEMERLANG
SMJK KATHOLIK
35900 TG. MALIM

Pengetua
Sekolah Menengah Kebangsaan Katolik
Jalan Slim Lama, 35900 Tanjong Malim, Perak

17 April 2012

Tuan,

Memohon Kebenaran Untuk Menjalankan Kajian bagi Tujuan Ijazah Doktor Falsafah

Berhubung perkara di atas, saya Charanjit Kaur a/p Swaran Singh (791206-08-5374) ingin meminta kebenaran untuk menjalankan kajian di sekolah tuan. Saya telah mendapat kebenaran daripada Bahagian Perancangan & Penyelidikan Dasar Pendidikan Kementerian Pelajaran Malaysia (EPRD), Jabatan Pelajaran Perak (JPN) dan juga Pejabat Pelajaran Daerah Batang Padang (PPD) untuk menjalankan kajian di sekolah tuan.

2. Saya adalah pelajar Ijazah Kedoktoran dari Fakulti Pengajian Pendidikan, Universiti Putra Malaysia dan bidang kajian saya adalah berkaitan dengan 'penilaian dalam pengajian TESL'. Berikut merupakan maklumat bidang pengajian saya:

Tajuk penyelidikan	: Implementation of Portfolio as an Assessment tool in Malaysian classrooms and its impact on ESL teachers and students
Tempoh kajian	: April 2012 – Julai 2012
Bilangan Guru yang terlibat	: Puan Nor Azean

3. Saya ingin memohon jasa baik dan kerjasama tuan untuk menjalankan kajian penyelidikan bersama guru-guru Bahasa Inggeris di sekolah tuan seperti yang dinyatakan di atas. Dengan ini, saya sertakan surat kebenaran mejalankan kajian daripada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan (EPRD), Jabatan Pelajaran Perak (JPN) & Universiti Putra Malaysia (UPM).

Kerjasama tuan dalam hal ini amatlah saya hargai. Sekian terima kasih.

Yang benar,

CHARANJIT KAUR A/P SWARAN SINGH (GS28622)
PELAJAR IJAZAH DOKTOR FALSAFAH
FAKULTI PENGAJIAN PENDIDIKAN
UNIVERSITI PUTRA MALAYSIA

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

Charanjit Kaur a/p Swaran Singh
NO 46, Kampung Sg Chik
Hulu Yam Baru
44300, Batang Kali
Selangor

Dibenarkan.

LEE WENG WOH
PENGETUA
SMK METHODIST
35900 TANJONG MALIM

17 April 2012

Pengetua
Sekolah Menengah Kebangsaan Methodist
Jalan Slim, 35900 Tanjong Malim, Perak

Tuan,

Memohon Kebenaran Untuk Menjalankan Kajian bagi Tujuan Ijazah Doktor Falsafah

Berhubung perkara di atas, saya Charanjit Kaur a/p Swaran Singh (791206-08-5374) ingin meminta kebenaran untuk menjalankan kajian di sekolah tuan. Saya telah mendapat kebenaran daripada Bahagian Perancangan & Penyelidikan Dasar Pendidikan Kementerian Pelajaran Malaysia (EPRD), Jabatan Pelajaran Perak (JPN) dan juga Pejabat Pelajaran Daerah Batang Padang (PPD) untuk menjalankan kajian di sekolah tuan.

2. Saya adalah pelajar Ijazah Kedoktoran dari Fakulti Pengajian Pendidikan, Universiti Putra Malaysia dan bidang kajian saya adalah berkaitan dengan 'penilaian dalam pengajian TESL'. Berikut merupakan maklumat bidang pengajian saya:

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Tempoh kajian	: April 2012 – Julai 2012
Bilangan Guru yang terlibat	: Puan Shadida Fauza & Puan Bavani

3. Saya ingin memohon jasa baik dan kerjasama tuan untuk menjalankan kajian penyelidikan bersama guru-guru Bahasa Inggeris di sekolah tuan seperti yang dinyatakan di atas. Dengan ini, saya sertakan surat kebenaran mejalankan kajian daripada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan (EPRD), Jabatan Pelajaran Perak (JPN) & PPD Universiti Putra Malaysia (UPM).

Kerjasama tuan dalam hal ini amatlah saya hargai. Sekian terima kasih.

Yang benar,

Charanjit

CHARANJIT KAUR A/P SWARAN SINGH (GS28622)
PELAJAR IJAZAH DOKTOR FALSAFAH
FAKULTI PENGAJIAN PENDIDIKAN
UNIVERSITI PUTRA MALAYSIA

UNIVERSITI PENDIDIKAN SULTAN IDRIS

24 FEB 2012

FAKULTI PENGAJIAN PENDIDIKAN

UPM/FPP/TDPS/8.39

16 February 2012

UP: Puan Kalaiselvi a/p G

Sekolah Menengah Dato Ahmad Razali,
Jalan 13A,Ampang Jaya,
68000 Ampang,
Selangor

(PN: Shamsiah bt Jupr

Sir/Madam.

REQUEST PERMISSION TO CARRY OUT RESEARCH.

I hereby acknowledged that the student mentioned below is a post-graduate student of the Faculty of Educational Studies, Universiti Putra Malaysia, and he has registered for the course as mentioned below ;

Name	:	Charanjit Kaur A/P Swaran Singh
Matric Number	:	GS 28622
Programme	:	TESL (Ph.D)
Course Code	:	SPS6999
Title of Course	:	Doctoral Research
Title of Research	:	"Implementation of portfolio as an assessment tool in Malaysian classrooms and its impact on ESL teachers and students".

This student is required to do a research as the title of research suggests. The required information can be obtained from your office. Therefore, I would be very grateful if you could give permission and assistance to this student to carry out his research.

Your cooperation and assistance are deeply appreciated.

Thank you.

Yours sincerely,

ASSOC. PROF DR. ARSHAD ABD SAMAD
SUPERVISOR

Diterima pengelua
Pihak sekolah

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UNIVERSITI PENDIDIKAN SULTAN IDRIS

UNIVERSITI PUTRA MALAYSIA
BERILMU BERBAKTI

FAKULTI PENGAJIAN PENDIDIKAN
FACULTY OF EDUCATIONAL STUDIES

Profesor. Madya. Dr Arshad Abd Samad
Jabatan Pendidikan Bahasa Dan Kemanusiaan
Fakulti Pengajian Pendidikan
Universiti Putra Malaysia
43400 Serdang
Selangor

11 JULAI 2012

Pengetua
Sekolah Menengah Kebangsaan Dato Razali
Jalan 13A, Ampang Jaya, 68000 Ampang
Selangor

ZAITUN BT. IBRAHIM
Pengetua
SMK Dato' Ahmad Razali
68000 Ampang.

Puan,

Jemputan bagi Menghadiri Mesyuarat Penyelidikan Ijazah Doktor Falsafah

Dengan segala hormatnya perkara di atas adalah dirujuk.

2. Saya ingin mengambil kesempatan ini untuk menjemput puan dan guru-guru yang terlibat bersama dalam penyelidikan Ijazah Doktor Falsafah bagi pelajar (Charanjit Kaur a/p Swaran Singh, GS28622) untuk menghadiri mesyuarat seperti berikut:

Hari	:	Rabu
Masa	:	3.00 p.m. – 6.00 p.m.
Tarikh	:	18 Julai 2012
Tempat:		The Benteng Coffee House, Quality Hotel City Centre Kuala Lumpur, Jalan Raja Laut, 50750, Kuala Lumpur

3. Mesyuarat ini bertujuan untuk mengetahui secara lebih lanjut latar belakang dan kemajuan penyelidikan yang dijalankan oleh pelajar berkenaan bersama guru-guru yang terlibat di sekolah puan. Senarai nama guru-guru yang terlibat dalam penyelidikan adalah seperti di lampiran.

Kerjasama puan dalam hal ini amatlah saya hargai. Sekian, terima kasih.

"PENDIDIKAN GEMILANG MENUJU WAWASAN"

Yang benar,

Profesor. Madya. Dr Arshad Abd Samad (*PENGERUSI/PENYELIA*)
Jabatan Pendidikan Bahasa Dan Kemanusiaan
Fakulti Pengajian Pendidikan
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Appendix B

Interview Guide

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Interview Guide

The main purpose of the study is to investigate ESL teachers' implementation of portfolio as an assessment tool in ESL classroom and the process involved, to examine portfolio assessment effects on student learning, identity factors influence ESL teachers to implement portfolio assessment and finally propose a feasible portfolio assessment model for ESL classroom practice. The study seeks to understand and find answers to the four research questions. The research questions are:-

1. How has portfolio assessment been implemented in the teaching and learning of ESL in Malaysian classrooms?
2. How do ESL students respond to portfolio assessment that is being used in the classroom?
3. What are the factors that influence the ESL teachers to use portfolio assessment for the teaching and learning of ESL in Malaysian classrooms?
4. What portfolio assessment models would be appropriate in implementing portfolio assessment for ESL teaching and learning in Malaysian classrooms?

Research Question 1:

The interviews were conducted in English. Not all the interviews took place after the respondents ended their lessons as they had another class to attend. Prior to the each interview, the researcher phoned the respondents to confirm the interview time and dates.

Introduction and Social conversation

Greeting and self-brief introduction was done. The purpose of the study was explained to the respondents. The ethics sheet was read. Permission for recording was sought. Assurance of the confidentiality was given to the respondents upon any information gathered. Some of the questions asked were as follow:

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Part one:

Questions 1-3

They were general questions to induce teachers into the right frame of interview so that they feel at ease with the questions posed by the researcher. The focus was more on students' proficiency in English and what the teachers do to improve their learning. Drawing upon their experiences in understanding and improving students' performance in proficiency and learning, the teachers will share the types of assessment that have carried out in the classroom. The purpose was to lead them to the specific questions following that:

1. Could you tell me about your students' background/proficiency level in English?
2. How do you usually assess your students' performance in the class?
3. Are there other assessment activities like monthly tests, mid-term test?

Part two:

Questions 4-6

These questions focused specifically on portfolios and how the teachers came to know about it. It is crucial to probe further to find out more if the teachers know the difference between a portfolio and also portfolio assessment.

4. That indicates that you know about portfolios. In short, what is portfolio?
5. Is there a difference between a portfolio and portfolio assessment?
6. Can you tell me where did you get this idea from?

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Part 3

Questions 7-9

The questions aimed to probe further about the concept of portfolios to the students. Teachers' understanding and knowledge about portfolio would facilitate students' learning in the classroom. Teachers' ability to describe the portfolio assessment process shows the different steps involved in its implementation. The grading criteria are crucial as it indicates students' growth in learning.

7. How do you introduce students to the concept of portfolios?
8. Could you describe the portfolio assessment process?
9. What are the grading criteria for portfolios?

Research Question 2:

Part one:

Questions 1-3

They were general questions to induce students into the right frame of interview so that they feel at ease with the questions posed by the researcher. The focus is more on the students' learning experiences where they have to relate to what they think of their English classes and lessons. Drawing upon their own perceptions and reflections, students will give valuable information about their life experience within their own social context. The purpose was to lead them to the specific questions following that:

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1. How are you?

2. Now, thank you participating in my study. I would like to ask you a few questions regarding the portfolio use in the classroom. Before that, I want to ask you, do you like English? (If yes/no, please provide your reasons).

3. What do you do to improve your marks in English?

Part two:

Questions 4 -7

These questions focused on portfolio and what students understood it to be. Central to this, is students' understanding of the function and purpose of having portfolio in their English class.

4. Can you talk about the portfolio?

5. What is a portfolio?

6. What do you keep in a portfolio?

7. What do you think of your portfolio?

Part three:

Questions 8 -12

These questions were the culmination of the interview protocol; the researcher wanted to find out how they responded to the use of portfolio as an assessment tool. These questions also sought their suggestions to improve their portfolios and how portfolios could improve their approach to learning. These questions helped the researcher to probe further other process involved in portfolio such as the self-assessment, peer-assessment and also self-reflection. The explanation provided by the students showed their understanding how the use of portfolio as an assessment tool facilitated their learning in the classroom.

8. How did you grade improve with the use of portfolios?

9. What do you think about portfolio as an assessment tool?

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10. What do you know about self-assessment?
11. What do you in peer-assessment?
12. How do you do self-reflection?

Before the real interview session began, the interviewer posed questions that were immediate to the students with the aim of 'breaking the ice'. Students were asked to tell about themselves, things they like to do, for example, hobbies and finally their former school.

Research Question 3:

Part One

Questions 1-4

1. What factors made you to use the portfolio?
2. What have the benefits been?
3. Do you think your students realized the benefits of portfolios?
4. What do you feel are the strengths and/or weaknesses of using portfolios assessment in the classroom?

As for Research Question 4, to answer this question, data from the teacher's interviews and classroom observations, teacher's individual portfolios were used to examine, analyzed and interpret to propose a feasible portfolio assessment for ESL classroom practice.

Conclusion

- Are they any other questions that I should have asked you would tell me more about your experiences in implementing portfolio as an assessment tool, response towards the use of portfolio assessment and the factors that influence you to implement portfolio assessment.
- Do you have any other comments?

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- Could I have another follow-up meeting with you should I need to clarify certain issues?

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Interview Guide

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Part three:

Questions 8 -13

These questions were the culmination of the interview protocol; the researcher wanted to find out how they responded to the use of portfolio as an assessment tool. These questions also sought their suggestions to improve their portfolios and how portfolios could improve their approach to learning. These questions helped the researcher to probe further other process involved in portfolio such as the self-assessment, peer-assessment and also self-reflection. The explanation provided by the students showed their understanding how the use of portfolio as an assessment tool facilitated their learning in the classroom.

1. How did you grades improve with the use of portfolios?
2. What do you think about portfolio as an assessment tool?
3. What do you know about self-assessment?
4. What do you in peer-assessment?
5. How do you do self-reflection?

Before the real interview session began, the interviewer posed questions that were immediate to the students with the aim of 'breaking the ice'. Students were asked to tell about themselves, things they like to do, for example, hobbies and finally their former school.

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Appendix C

Sample of Field Notes

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Sample of Field Notes

I was late as I rushed to the main office to submit the approval letter from the State Education Department, Selangor (JPN) to the principal. The principal of the school is a person who goes by the book and wanted to have all the required documents compiled before I could start my research.

Teacher A teaches 4 Amanah, a good class and most of the students scored average results for their PMR. There were 31 students in the class. As I stepped into the class, all the students stood and greeted me. The class was quite lively and the students were making some noise which distracted me. The teacher was talking about self-reflection. Some students were busy flipping their files, some students were busy asking questions and none of the students was paying attention. The whole class was in chaotic situation. In between I could hear some announcement asking students involved in science project to gather at the canteen. I could hear the teacher mumbling and saying 'there is always something happening in the school', pity the students la, now how many of you are involved in the project, about 8 students raised their hands, the teacher shook her head in a miserable way, murmuring something which I couldn't grasp. What time is now? Where are the others? The teacher is referring to some missing students who did not return to the class after the break. Teacher asked her students, how many of you have finished writing your reflection? Did you have any problem? You come here, show me your reflection... three students went to the teacher and showed their reflections, hmm ok, why is your reflection so short, asked the teachers. The students kept quiet and looked puzzled and very disturbed. The teacher stood and started explaining again, ok, I want to see your reflection based on what you have learnt, whether you have understood the topic or not, what is your weak area or if you are shy, you can ask your friend. Some students started talking and asking questions to each other. I saw a few students discussing with their friends/peers, what is the meaning of literal? Literal.....aaaa.....aaaa....not sure....Teacher apa itu literal? Ok, who can answer this? Who can try? Ok literal is like you want to know the real meaning (tak berbunga)...one student interrupted like figurative meaning is what we read in a poem but literal to know the meaning ahhmmm ammm our own understanding is it teacher, in our own words is it teachers. Yes, teacher replied. The class was quiet, and students started discussing and exchanging ideas, asking for meanings and some students were writing notes. The teacher sat back and took a long breath and called me, I think charan its enough for today and we couldn't do much as left only few students as they had gone for some rehearsals. The teacher scolded two students for not bringing their files and they didn't complete their work. The teacher warned the students not to repeat this in future and if they do, grades will not be given. The lesson ended at 11.3.0am. The students were very active and quite inquisitive as they had always something to ask. For example, teacher can we write like this, betul ke? Teacher took her time and explain can but make sure u jangan keluar topic. Bagi contoh, ok, I have taught you about flood. What can you write about flood. You can start from the beginning, how did you know about the word flood? I gave you the topic a week before we had the class. Where did you get the source from? Internet, newspaper articles, friends, teachers, parents or where? Think.....then you can show the pictures to me to explain that you are aware of the meaning. Then, we read the passage, we answered some questions, we played some games and you assessed your learning in your files, using the checklist. Then, you can come up with your self-relection, what have you learned? Few students interrupted, can I say I like the way you teach, I can understand bette, it's not boring while some students were quiet and didn't ask any questions. Ok, I want to see your reflections next week.

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Appendix D

Sample of Interview Notes

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Sample of Interview Notes

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Excerpt of Interview Notes with Teacher A (27/4/2102 at 10am

Can you explain your students' background/proficiency in English?

Actually, ok. I'm teaching a few classes. First one is 4 Amanah, that is all the good students who got good results in their PMR and roughly averagely, all of them can understand better and they have their proficiency level, but compare to other classes they are still weak, they are still weak, some of them are weak in sense of speaking, some of them can write but they are not able to speak well, so they have the lack of confidence level on, they have variety of problems la, each class have different problems.

How do you usually assess your students' performance in the class?

Ok, basically it depends on the types of worksheets I gave, ok, for example, if I use worksheet that day, so I will see how many of them can get correct upon 10 questions, how many questions they can get correct. If I'm testing on their speaking, I ask them to read the text, and see how they can pronounce very well, or how, or whether they can understand the meaning of the word something like that, depends on the types of questions.

Are there other assessment activities like monthly tests, mid-term test?

ok. Most of the test is, are conducted through the schools so every time we have that, the test is conducted in the whole school, where every student have to sit for the exam, based on the subject taken, and real formal, one la, based on what they have learned, so far, let's say whether they have learnt from January to March, they will be tested in the March exam, so we will have two monthly test, one midyear and one final. Ok, but here with my class, I have my own idea of doing a portfolio assessment where I give them a portfolio…ok, and I have give them a topic. Let's say, every time I start teaching in that class, I will choose one day, one day in every week, they will do the portfolio. Ok, the portfolio is like a I will teach a topic, ok, then I will give them the worksheets la, ok, then, they will answer the questions, after answering the questions, I will assess them ok, how many questions they can answer correctly whether they do it their own, or they ask their friends or is it through my explanation or if they they answer they by themselves. So something like that. So once I have assessed them , I give them grading, so this is something to motivate them to a….to learn better a topic rather than just opening the text book or copying the exercises from the text book, this is something extra for them to do.

Ok, that shows that you already have an idea of portfolio, so in brief, what is portfolio to you?

Ok actually all the other subjects like the elective subjects like physics, chemistry all of them have their own a …portfolio, they called that PEKA. But for English, we don't have anything like that. Ok, so I got an idea of doing this portfolio something like that to motivate the students to have a better learning and something to encourage them ah to do their own, their own initiative, and this initiative will be accumulated and some maybe, some percentage of their portfolio assessment will be given marks for their finals or midterm. So this is what I believe, feel that when the students are given their own choice of …preparing their own worksheets even and answering their questions, not based on text exam.

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Is there a difference between a portfolio and portfolio assessment?

Of course yes. Ok, portfolio is just collecting of materials, or information or just notes on the topics studied but portfolio assessment is where students will be assessed on what they have learnt, ok, let's say, the topic discussed, after discussion, they will do the worksheets, they answer some questions or they do some extra activities and the activities will be assessed, will be checked whether they answer the questions correctly or not, and how they answer and they will be graded, they will be given marks for that. That is assessment.

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Appendix E

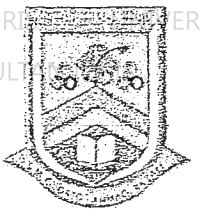
Sample of Teacher's Portfolios

Sample of Student's Portfolios

Sample of lesson plans

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SEKOLAH MENENGAH KEBANGSAAN DATO'
AHMAD RAZALI
68000 AMPANG SELANGOR

ENGLISH LANGUAGE

PORTFOLIO ASSESSMENT

(LITERATURE)

CONTENT:

1. Teacher's Personal Details
2. Student's Self-assessment Form
3. Sample Worksheets & Handouts
4. Lesson Planning
5. Teaching and Learning Materials

TEACHER'S NAME

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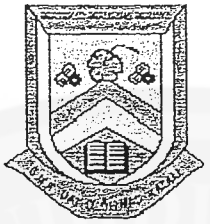
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KAJIAN TINDAKAN

Portfolio as an assessment tool and its implementation in Malaysian ESL classrooms

DISEDIAKAN OLEH :
[redacted]
DATO AHMAD RAZALI,AMPANG

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN



SMK DATO' AHMAD RAZALI, AMPANG

PORTFOLIO ASSESSMENT

ENGLISH LANGUAGE (WRITING SKILLS)

FORM 3BAKTI

TEACHER:

[redacted]

UNIVERSITI PENDIDIKAN SULTAN IDRIS

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS

SMK DATO AHMAD RAZALI, JALAN 13A,

AMPANG JAYA

SELANGOR

PORTFOLIO

ASSESSMENT

STUDENT'S NAME: [redacted]

CLASS : [redacted]

TEACHER'S NAME: [redacted]

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ENGLISH PORTFOLIO

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When There's A will, There's A way

NAME : NUR AFFRINA

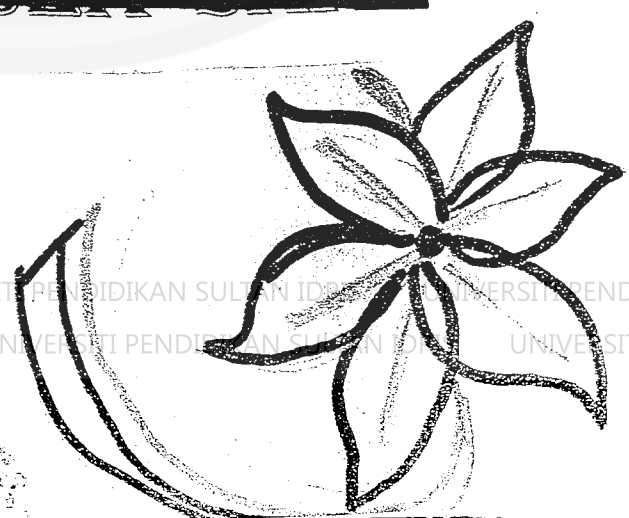
BT.MOHD.ARSHAD

CLASS : 1 ENDURANCE

ENGLISH PORTFOLIO

TEACHER'S NAME : PN.

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UNIVERSITI PENDIDIKAN SULTAN IDRIS

SMK DATO' AHMAD RAZALI, AMPANG

PORTFOLIO ASSESSMENT

ENGLISH LANGUAGE (LITERATURE)

FORM 4 AMANAH

NAME: [redacted]

IC: [redacted]

TEACHER: [redacted]

LESSON PLAN SCHEDULE FOR FORM 1 _____

No	Date	Learning component (Reading / Writing / Grammar / Literature)	Learning outcome	Worksheet
1.		**Grammar -** 1. Punctuation (Capital letters, Full stops, Question marks, Commas) 2. Forms of Verbs (Regular, Irregular) - The Simple Present Tense - (for : instruction - : Habitual action) - The Simple Past Tense	- Able to punctuate a given text correctly - Able to write the plural forms of at least 15/20 singular nouns -able to underline the correct form of at least 15/20 verbs in the given sentences - able to write the correct form of verbs of at least 15/20 sentences - able to give the past tense form of at least 15/20 verbs	
2.		**READING / LITERATURE** 1. Read of poem (Mr. Nobody)	- Understand literal and figurative meanings of the poem - Reciting the poem with feelings & express with correct pronunciation, intonation, stress. - Find the meanings of unfamiliar words.	

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		2. Read a story on sharing & caring – A story on sharing and caring	- Talk about the setting of the story - Give sequence of events. - Able to answer comprehensive Q in complete sentences.	
3.		**WRITING**		
		1. **Literature** (Black Beauty) a) Characters b) Themes	- Identify the main and minor Characters Describe the characters and their characteristics. - Discuss the themes of The novel Elaborate the themes supported with evidence from the story	
		2. Essay a) Myself	- Able to answer at least 10 "Wh" questions and write a composition on "Myself"	

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No	Date	Learning component (Reading / Writing / Grammar / Literature)	Learning outcome	Worksheet
4.		1. **Newspaper In Education (Additional Tasks)** a) Singular and Plural nouns b) I can drive c) People at work d) Easy Summary	- list at least 8/10 nouns correctly - write the plural form for each singular noun and vice versa - scan and circle at least 3/5 used cars in the advertisement - describe one car(what made, colour etc) in not less than 100 words. - fill in all the columns with the correct information. - write a paragraph of not less than50 words on "Who they would like to be" - answer at least 4/5 questions given and write a summary correctly based on the questions	

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7 MAY 2012

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8.45 a.m.

9.55 a.m.

4 BAKTI

ENGLISH LANGUAGE

TOPIC : LITERATURE – QWERTYUIOP (CHARACTERS)

LEARNING OUTCOMES :

By the end of the lesson pupils should be able to:

i. Understand and state the storyline of the story orally.
ii. Write about one of the characters in the story and relate it to the important events that happen to her/him.

ACTIVITIES :

1. Set Induction – Pupils recall the storyline of the story learnt on the previous lesson.
2. Pupils discuss the characters in the story and their characteristics facilitate by teacher.
3. Pupils complete the worksheet on characters given by teacher ***(Worksheet)***
4. Pupils are guided by teacher to answer the question based on the SPM format.
5. Pupils complete written exercises
   - Write about one of the characters in the story and relate it to the important events that happen to her/him.
6. Pupils do peer-assessment on their writing task and write self-reflection on what they have learnt in today's lesson.

TEACHING AIDS : Literature Book, Picture Series an worksheets.

REFLECTION :

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21 JUNE 2012

9.20 a.m.

10.30 a.m.

4 BAKTI

ENGLISH LANGUAGE

TOPIC : LITERATURE – QWERTYUIOP (EVENTS AND CHARACTERS)

LEARNING OUTCOMES :

By the end of the lesson pupils should be able to:

7. Understand and state the storyline of the story orally.
8. Write about one of the characters in the story and relate it to the important events that happen to her/him.

ACTIVITIES :

1. Set Induction – Pupils recall the storyline of the story learnt on the previous lesson.
2. Pupils from group 2 present their role play on the important events in the short story.
3. Pupils listen and watch the role paly to understand the story line of the story.
4. A few pupils are asked to assess their friends' presentation by giving comments orally.
5. Pupils discuss the characters in the story and their characteristics facilitate by teacher.
6. Pupils complete written exercises
   - Pupils complete the worksheet on characters given by teacher ***(Worksheet)***
7. Pupils do peer-assessment on their partners' work and write self-reflection on what they have learnt in today's lesson.

TEACHING AIDS : Literature Book, Picture Series an worksheets.

REFLECTION :

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Appendix F

Worksheet for Literature Component



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Worksheet 1 : Setting

Read the poem below and fill Boxes A, B *and* C *with words taken from the poem.*

In the Midst of Hardship

At dawn they returned home
their soaky clothes torn
and approached the stove
their limbs marked by scratches
their legs full of wounds
but on their brows
there was not a sign of despair

The whole day and night just passed
they had to brave the horrendous flood
in the water all the time
between bloated carcasses
and tiny chips of tree barks
desperately looking for their son's
albino buffalo that was never found

They were born amidst hardship
and grew up without a sigh or a complaint
now they are in the kitchen, making
jokes while rolling their cigarette leaves

Latiff Mohidin
Translated by
Salleh Ben Joned



A Words that refer to Nature:

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

B Words that refer to or describe people:

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

C Words that refer to feelings:

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

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Worksheet 2

Read the stanza below and answer the questions that follow.

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At dawn **they** returned home
their soaky clothes torn
and approached the stove
their limbs marked by scratches
their legs full of wounds
but on their brows
there was not a sign of despair

1 In stanza 1, to whom does the word **they** specifically refer to?

_____

2 Briefly describe how the people are suffering while out in the rain.

_____

3 Why do the people approach the stove?

_____

4 What does the last line of the stanza, '*there was not a sign of despair*' tell you about the people?

_____

_____

Worksheet 3

Read the stanza below and answer the questions that follow.

The whole day and night just passed
they had to brave the horrendous flood
in the water all the time
between bloated carcasses
and tiny chips of tree barks
desperately looking for their son's
albino buffalo that was never found

1 Why was the couple out in the rain?

_____

2 How do you know that the couple had a difficult time looking for the albino buffalo?

_____

3 What do you think probably happened to the albino buffalo?

_____

4 If you were the parent of the boy in the poem, would you go out in the floods to look for your son's albino buffalo? Give **two** reasons to support your answer.

_____

_____

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Worksheet 4

Read the stanzas below and answer the questions that follow.

2

The whole day and night just passed
they had to brave the horrendous flood
in the water all the time
between bloated carcasses
and tiny chips of tree barks
desperately looking for their son's
albino buffalo that was never found

3

They were born amidst hardship
and grew up without a sigh or a complaint
now they are in the kitchen, making
jokes while rolling their cigarette leaves

1 Which word or phrase in the second stanza suggests that the search for the albino buffalo is probably going to be unsuccessful?

_____

2 How long were the two people out in the rain?

_____

3 What do you think is the people's attitude towards life?

_____

4 When faced with hard times, do you face it the same way the family in the poem does? What is your own attitude towards hard times?

_____

_____

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Worksheet 1 : Point of View

Whose voice do you hear speaking to you, the reader or the person making comments about the relationship between the man and woman?
It is no doubt that it is the poet herself. In the first two stanzas, she describes the kind of man 'he' is and how the woman reacts to him. In the third stanza, however, she speaks directly to the woman and the reader, giving some advice.

Read the poem below and answer the questions.

He Had Such Quiet Eyes

He had such quiet eyes
She did not realise
They were two pools of lies
Layered with thinnest ice
To her, those quiet eyes
Were breathing desolate sighs
Imploring her to be nice
And to render him paradise

If only she'd been wise
And had listened to the advice
Never to compromise
With pleasure-seeking guys
She'd be free from "the hows and whys"

Now here's a bit of advice
Be sure that nice really means nice
Then you'll never be losing at dice
Though you may lose your heart once or twice

1968

Bibsy Soenharjo

1 What are the words that the speaker uses to describe the man?
   A quiet eyes
   B desolate sighs
   C really means nice

2 Do you think the speaker likes the man? Why?

_____

3 Name the people in the poem.

_____

4 Whose voice do you hear speaking to you?

_____

_____

5 The poem is focused on
   A setting
   B relationships
   C point of view

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The tone changes from one of harshness towards the man in the first stanza to one of gentleness in the second stanza. In the third stanza, the speaker's tone becomes serious.

Stanza 1: The speaker shows her dislike of the man because he is so deceitful.
Stanza 2: She is full of sympathy for the woman who has been deceived. She is tolerant and gentle towards the woman because she has learnt a valuable lesson from her unfortunate experience.
Stanza 3: The speaker's tone becomes serious because she is giving a bit of advice to all of us.

Worksheet 2 : Language and Literary Devices

The poet does not describe directly the kind of person the man is. She does it using metaphors and images and we have to explore the implied meaning.

Read the stanza below and answer the questions in the boxes.

He had such quiet eyes
She did not realise
They were **two pools of lies**
Layered with thinnest ice
To her, those quiet eyes
Were breathing **desolate sighs**
Imploring her to be nice
And to **render him paradise**

1 two pools of lies
What does the above refer to?

_____

2 (a) What is the quality of ice?

_____

(b) What can happen if you walk on thin ice?

_____

3 desolate sighs
Can you almost hear him sighing? Give an explanation for your answer.

_____

4 render him paradise
What does **paradise** mean to you?

_____

Words from the Poem	Literary Device	Meaning/Comment
Stanza 1		
quiet eyes	personification	• The eyes seem to have assumed the calmness normally attributed to human beings.
pools of lies	image	• Pools contain water which can mean depth of feeling but here the pools are frozen and cold like the man's heart.
thinnest ice	(continues the above image)	• The frozen ice is a thin layer, meaning, if one walks on it, the ice will crack and the person will drown. The lady in the poem is in danger.
quiet eyes...breathing desolate sighs	sound sensation/ personification	• The lady imagines she can 'hear' the eyes giving out those sighs which are human actions too.
paradise	metaphor	• Implies a place like heaven where only everlasting happiness and beauty exist.
(All 17 lines end with the same sound)	rhyme	The simple and specific rhyming pattern gives the poem a musical quality that reduces the harshness of the message.

Although the message may be specifically directed towards women, it could be relevant to men too! After all, both men and women can be dishonest and insincere.

Appearances can deceive

Appearances can be deceiving. You must take your time to assess people and find out their motives before you strike up a deep relationship with them. This will prevent you from falling easily into the trap of others.

Maintain your dignity

You do not have to always please others. Take care of your needs first. If you have to do something for others which you are not comfortable with, say no! Otherwise your dignity and happiness may be at stake.

Take advice

Listen to other people too and not your own heart all the time. The experiences of others will help you especially when facing uncertainties in relationships but you must be ready to accept the fact that others may just know better than you.

Worksheet 3

Read the stanza below and answer the questions that follow.

He had such quiet eyes
She did not realise
They were two pools of lies
Layered with thinnest ice
To her, those quiet eyes
Were breathing desolate sighs
Imploring her to be nice
And to render him paradise



1 Which line suggests that the woman was unaware of the kind of a man 'he' was?

_____

2 How did the man try to attract the woman? Mention **one** way.

_____

3 What kind of eyes does the man have?

_____

4 Do you think the woman was foolish for not seeing through the man's deceptiveness? Give a reason for your answer.

_____

_____

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Worksheet 4

Read the stanzas below and answer the questions that follow.

He had such quiet eyes
She did not realise
They were two pools of lies
Layered with thinnest ice
To her, those quiet eyes
Were breathing desolate sighs
Imploring her to be nice
And to render him paradise

If only she'd been wise
And had listened to the advice
Never to compromise
With pleasure-seeking guys
She'd be free from "the hows and whys"

1 Which phrase suggests that the man only cares about pleasing himself?

_____

2 In the second stanza, what quality was the woman in the poem lacking?

_____

3 (a) According to the speaker, how should one deal with people who use others for their own happiness?

_____

_____

(b) Do you think the advice given is good advice? Give a reason for your answer.

_____

_____

Worksheet 5

Read the stanzas below and answer the questions that follow.

If only she'd been wise
And had listened to the advice
Never to compromise
With pleasure-seeking guys
She'd be free from **"the hows and whys"**

Now here's a bit of advice
Be sure that nice really means nice
Then you'll never be losing at dice
Though you may lose your heart once or twice

1 In the first stanza, what could have saved the woman from committing the mistake?

_____

2 (a) What is meant by the phrase **the hows and whys**?

_____

_____

(b) In what way has the woman been affected by the 'hows and whys'?

_____

_____

3 Why does the poet compare the game of love to the playing of dice? Is there a similarity? Give a reason for your answer.

_____

_____

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Read the poem below and answer the questions that follow.

He Had Such Quiet Eyes

He had such quiet eyes
She did not realise
They were two **pools of lies**
Layered with thinnest ice
To her, those quiet eyes
Were breathing desolate sighs
Imploring her to be nice
And to render him paradise

If only she'd been wise
And had listened to the advice
Never to compromise
With pleasure-seeking guys
She'd be free from "the hows and whys"

Now here's a bit of advice
Be sure that nice really means nice
Then you'll never be losing at dice
Though you may lose your heart once or twice

1968

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(a) What do you think would have attracted the woman to the man?

_____

(1 *mark*)

(b) What do the following expressions show you about the man's personality?

(i) **pools of lies**

_____

(1 *mark*)

(ii) **layered with thinnest ice**

_____

(1 *mark*)

(c) Does the poem end on a positive note? Give evidence from the poem to support your answer.

_____

(1 *mark*)

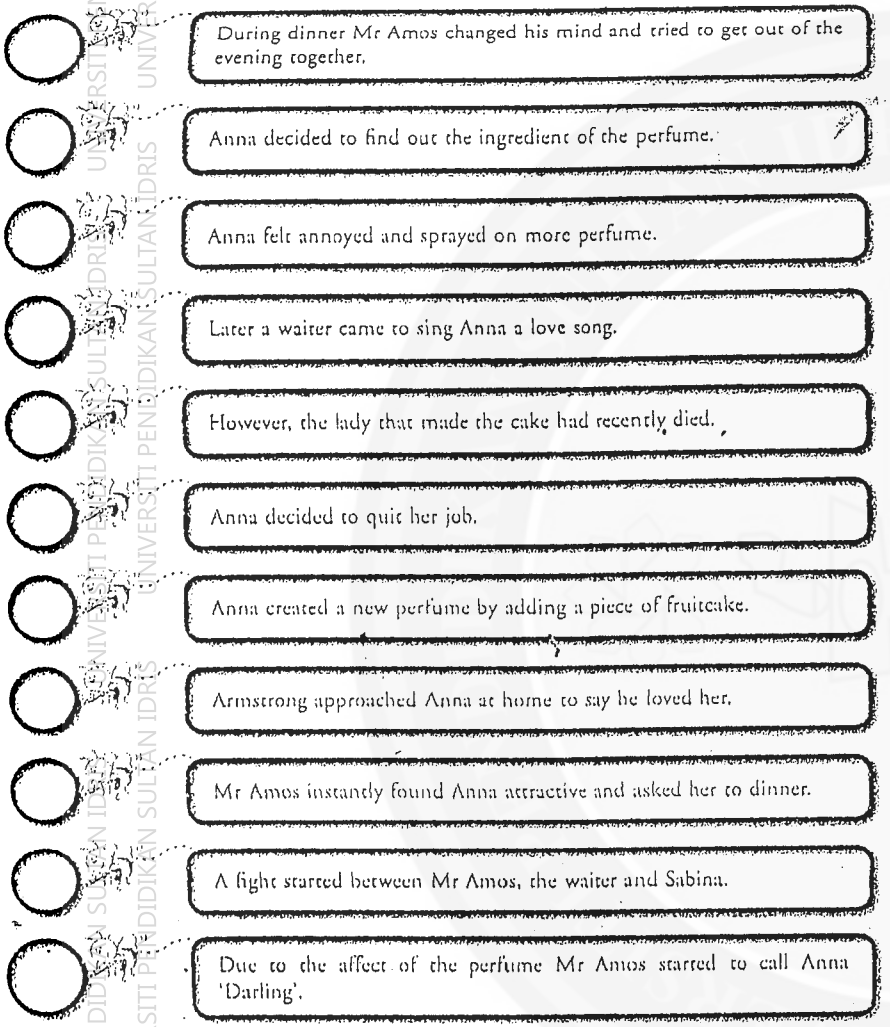
(d) Explain what the experience of falling in love is being compared to.

_____

(1 *mark*)

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Study the events below and number them according to their correct order of sequence.



- During dinner Mr Amos changed his mind and tried to get out of the evening together.
- Anna decided to find out the ingredient of the perfume.
- Anna felt annoyed and sprayed on more perfume.
- Later a waiter came to sing Anna a love song.
- However, the lady that made the cake had recently died.
- Anna decided to quit her job.
- Anna created a new perfume by adding a piece of fruitcake.
- Armstrong approached Anna at home to say he loved her.
- Mr Amos instantly found Anna attractive and asked her to dinner.
- A fight started between Mr Amos, the waiter and Sabina.
- Due to the affect of the perfume Mr Amos started to call Anna 'Darling'.

Fill in the blanks with the most suitable words given.

confessed	ingredient	troubles	recipe	approached
convinced	dream	intention	secret	suffered

Anna had to find out the secret (1) _____ that was put in the fruitcake and so she made the trip to Aunt Mimi's house across town. When she arrived at Aunt Mimi's house Anna told her aunt that she wanted the (2) _____ for the fruitcake as she wanted to bake one. Aunt Mimi was of course not (3) _____ and Anna had to tell her the real reason why she wanted the recipe.

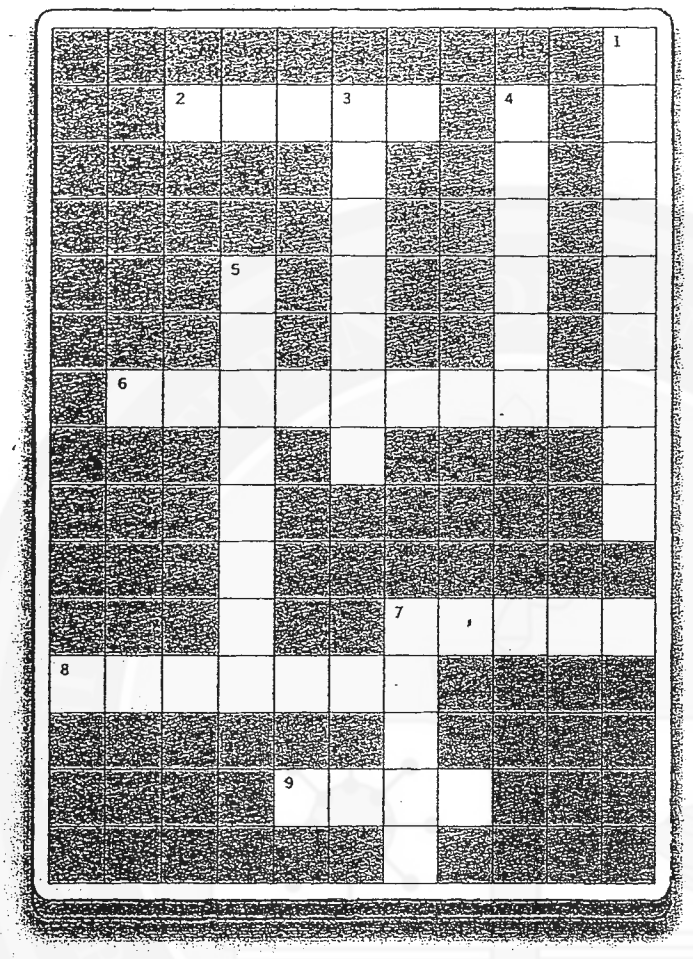
To her disappointment Aunt Mimi (4) _____ that she did not bake the cake herself but had bought it from an old lady who sold it in the open market. Worse than that the old lady according to Aunt Mimi had died just a week before and so her (5) _____ ingredient would remain buried with her. Aunt Mimi then told Anna the strange occurrence when the old lady actually knew of Aunt Mimi's (6) _____ of finding a suitable man for Anna to marry. The old lady then asked Aunt Mimi to give the fruitcake to Anna and said that all her (7) _____ would be soon over.

After a two days leave Anna returned to work and was summoned by Mr Amos to come to his office. Anna (8) _____ his office like a school girl having to go to the principal's office after she had committed an offence.

Anna then saw that Sabina was right by Mr Amos' side when she arrived. Sabina did the mean thing by telling Anna that Mr Amos was in fact attempting hard to tell her that a nobody like Anna should not (9) _____ of being with a rich and handsome man as Mr Amos. She then continued that Mr Amos intended to offer her some money as compensation for any ill feelings that she may have (10) _____ Anna was so hurt by these remarks that she threw the rest of the perfume towards Sabina. Anna did not find out what happened next in the office but quit her position in the company to work with the company that made the perfume *intrigue*.

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Complete the crossword puzzle based on the clues given. You can find all the answers in the poem, *In the Midst of Hardship*.



ACROSS

2 Arms and legs
6 Terrible
7 Face with courage
8 A feeling that there is no hope at all
9 Daybreak

DOWN

1 Dead bodies of animals
3 Swollen
4 No colour or pigmentation
5 Suffering and poverty
7 Foreheads

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Answer the following questions.

	Time	Place	Event	Characters
	What time of the day was it?	Where were the characters?	What were 'they' doing?	Who do you think 'they' were?
Stanza One				

	Time	Place	Event	Characters
	How long were 'they' out looking for the buffalo?	Where were the characters?	What were 'they' doing?	What can we learn about 'their' family in this stanza?
Stanza Two				

	Time	Place	Event	Characters
	What time of the day was it?	Where were 'they'?	What were 'they' doing in the kitchen?	What do we know about 'their' background?
Stanza Three				

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Complete the chart below with the appropriate terms given in the word list.

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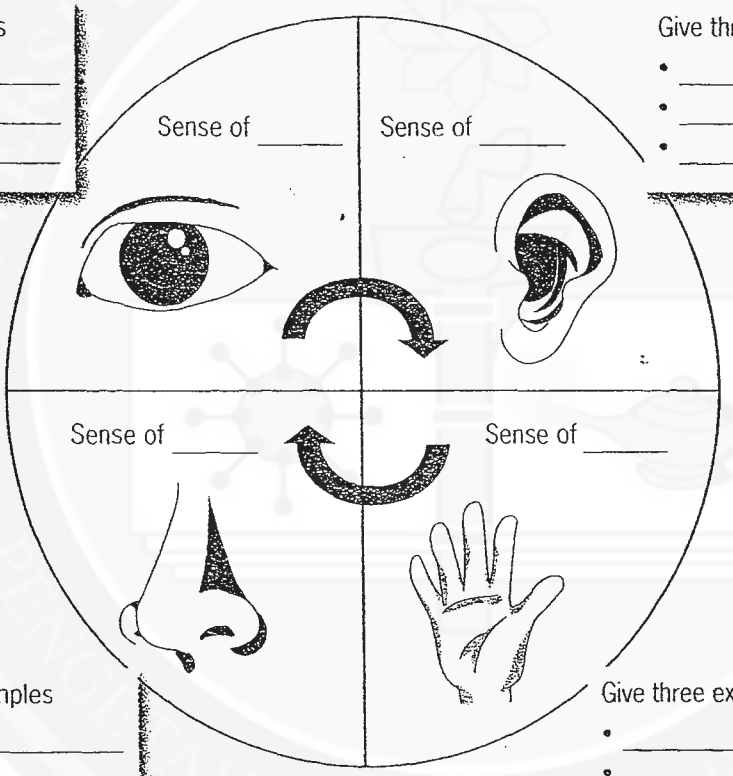
IMAGERY

Smell	Complaint	Scratches and wounds	Jokes
Bloated carcasses	Fallen trees	Touch	Rolling cigarette leaves
Soaky clothes	Sound	Cigarette leaves	Sight

Bloated carcasses	In the water	Sigh

Give three examples
- _____
- _____
- _____

Give three examples
- _____
- _____
- _____



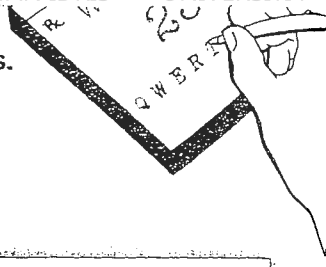
Give two examples
- _____
- _____

Give three examples
- _____
- _____
- _____

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Complete the information below on Miss Broome with suitable words.

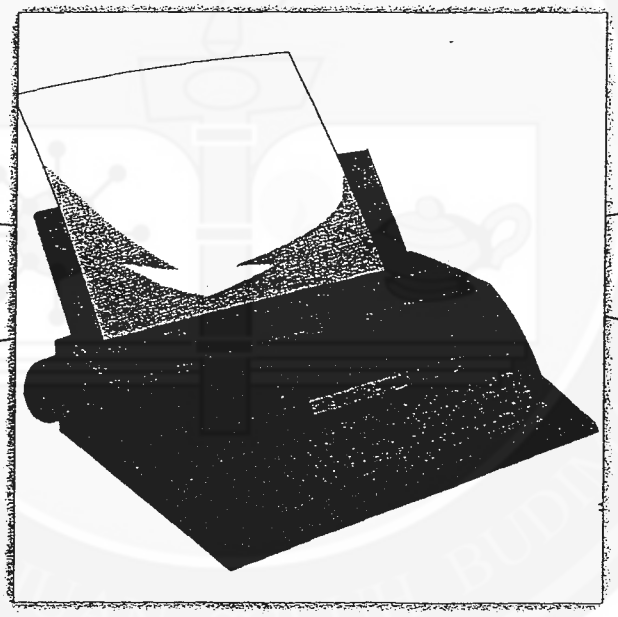


Relationship with Mr Bannister

- She was his _____ for a very long time – from her youth
- She thought she had _____to her job
- She felt she was _____ by him

Career at Ross and Bannister's

- Worked with the firm for _____ years
- Worked like a _____
- This was the only life she had



Feelings after she was sacked

- She never expected to be _____
- She only received a _____ as a farewell gift
- She felt _____ and _____

Her departure from the typewriter

- Lucy made her feel that _____ still needed her
- Miss Broome felt _____ that she could look after _____ again
- She left the _____ to be with _____.

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Complete the profiles of the characters with suitable words from the box.

single	love	money	successful	women	beautiful
wants	career	marriage	attention	independent	handsome
	intelligent	business	expensive	determined	

Profile	Name of Character	Description
		• She has a _____ and is independent. • She is not worried about being _____ and is willing to delay _____ for financial independence and higher education. • She likes earning her own _____. • She is smart and _____.
		• He is a _____ young man, and is self-satisfied. • He is a playboy. He thinks _____ adore him. • He has his own _____. He is rich. • He has _____ taste. He leads a luxurious lifestyle.
		• She is _____. • She gets what she _____. • She is not interested in academic qualifications. • She wants to be the centre of _____ wherever she goes.
		• He is a self-made man, and is _____. • He is _____ and works hard. • He may not be very _____ but he is not fickle. • He is persistent in his pursuit of _____.

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Complete the information below with suitable words.

Career
- Is a graduate in _____
- Is a _____ in Amos Cosmetics
- Discovers the amazing effects of the _____

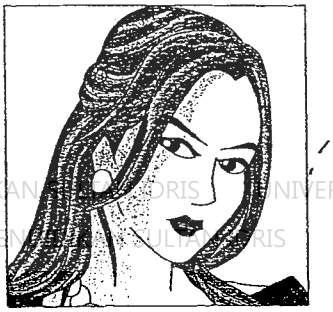
Appearance
- Has _____ looks
- Does not _____ a lot on clothes
- Is not _____ conscious



Relationships
- Has a loving relationship with her _____ and _____
- Has attracted _____, the _____ and _____

Career
- Is a _____
- Is looking for a _____ husband

Appearance
- Is young and _____
- Is fashion conscious
- _____ a lot on clothes
- Is _____ and takes care of her looks



Relationships
- _____ is her boyfriend
- Is _____ and controlling

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A) Complete the table below with suitable information.

General information	• She is a young, _____ girl who is pure and sweet. • She has a pretty _____.	• He is a _____ and strong man. • He is very _____ and kind.
Occupation	• She is a _____. • She used to work in Lord Septic's _____.	• He worked in a _____.
Social status	• She is a _____, harmless _____. • She is _____ and cannot defend herself against Lord Septic and Crouch.	• He is a _____ who eventually becomes the rich _____.
Family	• She cares for her ill _____.	• He is an _____ whose _____ was _____ by Lord Septic's father.

B) Write a short paragraph describing Percy as a hero. Use the notes given to help you.

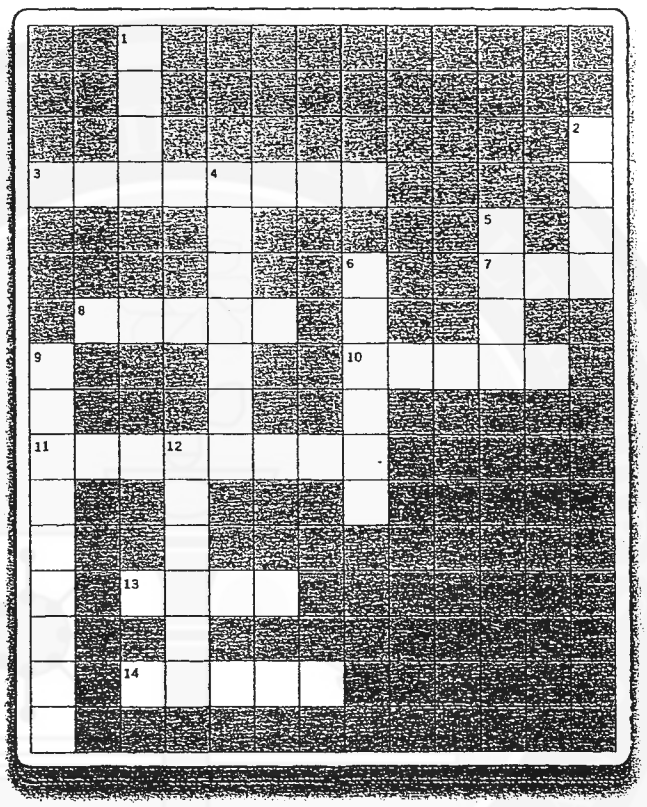
brave – defends Rose – fights for justice – loyal – proposes – sense of humour – resourceful



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Complete the crossword puzzle using the clues given below. All the words can be found i the poem.



ACROSS

3 Very sad
7 Frozen water
8 Calm
10 Not ever
11 Perfect happiness
13 Kind
14 The part within you that feels emotions

DOWN

1 Men
2 Unhampered
4 Covered
5 Sensible
6 Give
9 Begging
12 Counsel

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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Complete the information below on Lucy Beck with suitable words.

Background and appearance

- _____ years old
- _____
- _____ looking

Family

- Lives with _____ and _____
- Comes from a _____ family
- Often uses _____clothes
- Fed up of _____ who often asks for money



Personality

- _____ – fights for her job
- Resourceful – _____ _____
- _____ – not afraid to confront Miss Broome

Career

- _____ job as a _____ at _____ and _____

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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Anna is a chemist in the Amos Cosmetics factory. One day while designing a new perfume, she throws in a piece of fruitcake. She bottles the perfume she has made and puts a few drops on herself.

David Amos, her handsome English boss, gets a whiff of the perfume. He compliments her, something he rarely does. He invites her out on a dinner date. Anna accepts.

Anna goes home. Her mother and Aunt Mimi are worried that Anna is still single. Her mother mentions Armstrong, the pizza delivery man, as a potential husband. Anna tells them about her date with her boss.

Anna does not really like her boss but wants to find out the real reason for his unusual behaviour. She gets ready and puts on her usual perfume *Intrigue* and not the new fruitcake perfume.

On the way to an expensive French restaurant, David says very little to Anna. It is a great change from his charming behaviour in the office earlier in the day. At the restaurant, Anna senses that he regrets coming out with her. Anna goes to the ladies' room.

Anna puts on the new fruitcake perfume. While walking back to the table, a nearby waiter gets affected and knocks down a table. David Amos now acts as if he is madly in love with her. Anna realises the power of the fruitcake perfume.

Anna goes to answer a phone call in the lounge and again encounters the waiter. He declares his love for her and wants to see her again. Anna, very amused, tells him to look to his duties as a waiter.

She meets Sabina, David's current and arrogant girlfriend. David professes his love for Anna. The waiter sings a love song. Angry Sabina punches David. A fight breaks out between Sabina, David, the waiter and the others. It is chaos. Anna runs off home.

Anna visits Aunt Mimi to find out what she has put into the fruitcake. Aunt Mimi had actually bought the cake from an old woman who had seven husbands. Unfortunately the old lady had passed away.

After two days, she sees David in his room and Sabina is with him. David has a black eye. He had calmed things down at the restaurant by paying out money. The police were not called.

David apologises for his unusual behaviour. Sabina says David cannot be interested in Anna. Irritated, Anna takes out the bottle of perfume and pours it on Sabina's dress. She knows David will go crazy over her and so will other men nearby. Anna leaves Amos Cosmetics.

She gets a new job at the perfume factory that makes *Intrigue*. Armstrong, the pizza delivery man, is now owner. One day he visits Anna. He confesses that he fell in love with her at first sight but wanted to wait till he had made a success of himself before asking her out. True love wins the day.

UNIVERSITI PENDIDIKAN SULTAN IDRIS

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LITERATURE

A Story on Sharing and Caring

The passage you are going to read is adapted from a novel entitled *Wild Swans* by Jung Chang. This story is about a family in China during war time in the 1970s. The family members are separated and sent to different camps—the father in one camp, the mother in another and some of the children in yet another camp. This part of the story is about how a family shows love through food.

A Read the passage. Answer the questions on the right as you read.

1 This was my mother's account[1] of how she saw me coming after what seemed to her a lifetime.[2] . . . The big basket on my back was full of sausages, eggs, sweets, cakes, noodles, sugar, and tinned meats. All five of us children . . . had pooled[3] things from our rations[4] . . . to give our parents a treat. I was practically dragged down by the weight. . . .

2 I stayed ten days, and was to depart[5] for my father's camp on New Year's Day. . . . I put the food basket on my back untouched—my mother insisted I take **the whole lot** to my father. Saving precious food for others has always been a major way of expressing love and concern in China. My mother was very sad that I was going, and kept saying she was sorry I had to miss the traditional Chinese New Year breakfast which her camp was going to serve: *tang-yuan*, round dumplings,[6] symbolizing family union. . . .

3 [In my father's camp, the food] was mainly boiled cabbage, and the lack of protein made people feel hungry all the time. People waited eagerly for every meat-eating day, and it was celebrated with great excitement. . . . On these occasions, my father would pick the meat from his bowl and force it into his children's bowls. There would always be a kind of **fight** with chopsticks and bowls.

(Adapted from *Wild Swans* by Jung Chang)

Do you think the food the writer brought was good food? How do you know?

What does the phrase **the whole lot** refer to?

Was the food at the father's camp nutritious?

What kind of **fight** was this?

[1] description of something that has happened
[2] length of time that someone lives
[3] put together
[4] fixed amount of food that you are officially allowed when there is not enough food for everyone
[5] leave
[6] small balls of dough with filling inside

UNIVERSITI PENDIDIKA
NIVERSITI PEN

Who's Who?

What do the numbered expressions tell you about the people in the poem, **Mr. Nobody**? *Read the poem and give short answers to the corresponding questions.*

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
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Mr. Nobody

I know **a funny little man**[1],
As quiet as a mouse
Who does the mischief that is done
In **everybody's**[2] house!
There's no one ever sees **his face**[3],
And yet we all agree
That every plate we break was cracked
By Mr. Nobody.

'Tis **he**[4] who always tears our books,
Who leaves the door ajar,
He[4] pulls the buttons from **our**[5] shirts,
And scatters pins afar;
That squeaking door will always squeak,
For, prithee, don't you see,
We leave the oiling to be done
By Mr. Nobody.

He puts damp wood upon the fire,
That kettles cannot boil;
His are the feet that bring in mud,
And all the carpets soil.
The papers always are mislaid,
Who had them last but he?
There's no one tosses **them**[6] about
But Mr. Nobody.

The finger marks upon the door
By none of **us**[7] are made;
We[7] never leave the blinds unclosed,
To let the curtains fade;
The ink we never spill; the boots
That lying round **you**[8] see
Are not our boots – **they**[9] all belong
To Mr. Nobody.

1 Who is this **funny little man**?
_____

2 To whom does **everybody's** refer to?
_____

3 Whose face is it?
_____

4 Who is he?
_____

5 Who does **our** refer to?
_____

6 What does **them** refer to?
_____

7 Who do **we/us** refer to?
_____

8 Who does **you** refer to?
_____

9 What does **they** refer to?
_____

10 Who is speaking in the poem?
_____

11 How many characters are there in the poem? Name them.
_____
_____



By the way ...

'Tis – It is
prithee – an old expression meaning please

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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TOPIC 2: THE SIMPLE PRESENT TENSE

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
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EXERCISE 1.

Underline the correct word in the brackets.

1 He (take,takes) his dog for a walk every morning.

2 The children (play,plays) in the playground.

3 Stars (are,is) actually balls of fire.

4 Here (come,comes) the monsters.

5 (Take,Takes) this letter to him tomorrow.

6 Arshad (harvest,harvests) his *padi* next week.

7 The full-back (stop,stops) the ball and (send,sends) it to the centre-forward.

8 There (go,goes) the lions.

9 He (ride,rides) his motor cycle to work every morning.

10 Water (boil,boils) when it is heated.

EXERCISE 2.

FILL IN THE BLANKS WITH THE CORRECT SIMPLE PRESENT TENSE FORM OF THE VERB IN BRACKETS.

1 Chong Beng's hobby ---------- (be) collecting stamps. Presently he ---------- (have) over two thousand stamps. He ---------- (keep) his stamps in his albums. His stamps ---------- (be) from all over the world. Sometimes he ---------- (get) his stamps from relatives and friends, but more often he ---------- (buy) them.

2 Playing games ----------(be) good for us. It not only ---------- (help) us to relax. ~~It~~ There ---------- (be) many types of games that one can play. Some ---------- (need) a lot of money while others ---------- (do) not.

3 Chee Keong ---------- (get) the ball. He ---------- (dribble) it past two opposing defenders. He then ---------- (kick) the ball to Ariffin who ---------- (lob) it to Ramesh. He ---------- (see) the goalkeeper on the left side of the goal. He ----------(send) the ball into it on the right.

4 Oxygen ---------- (form) only a small part of the air. It ---------- (be) a very important gas. It ----------(keep) many things alive. It ---------- (have) no colour, taste or smell. The higher one ----------(go), the less oxygen there ----------(be).

5 The day ----------(grow) darker. Sumit ---------- (know) that he ---------- (be) really lost. All the trees ---------- (look) the same. He ---------- (give) up hope of ever getting out of the jungle. Then, suddenly, he ---------- (see) a small hut.

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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Student Self-Assessment Form 1 Meekness

Name:_____ date: _____
Peer Editor: _____ Activities: _____
Student's goal of learning: _____

Use this checklist to carefully check your understanding for poem: Mr. Nobody.
Don't forget to double-check your work!

( ) I can recite the poem.
( ) I can recite the poem with feelings.
( ) I can recite the poem with correct pronunciation.
( ) I can recite the poem with correct stress and rhythm.
( ) I can find out the meaning of unfamiliar words. (How)
(on my own) (with the help of a friend) (with teacher's help) (don't know)
( ) I can understand the literal meaning of the poem. (How)
(on my own) (with the help of a friend) (with teacher's help) (don't know)
( ) I can understand the figurative meaning of the poem.
on my own) (with the help of a friend) (with teacher's help) (don't know)

□ The activity/task provided by the teacher is very helpful. State reasons.

_____
_____
_____
_____

I reread/recheck the poem carefully for all errors.

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS

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Teacher's Assessment Checklist

Name:_____ Class:_____

Date:_____

Activity : Literature Component
Question : Based on the Graphic novel Black Beauty write on one of the **THEMES** by giving textual evidences from the textbook.

1. ( ) The student can narrate the story in the correct sequence and name a few suitable themes.
2. ( ) The student can name at least 2 very obvious themes in the story.
3. ( ) The student can identify at least three textual evidences for each theme from the story (on their own, help of teacher/friends).
4. ( ) The student can write three paragraphs on one theme by giving one textual evidence in each paragraph.

Teacher's comment:

_____
_____
_____
_____
_____
_____

Student's comment:

_____
_____
_____
_____
_____
_____

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Teacher's Assessment Checklist

Name:_____ Class:_____
Date:_____

Activity : Literature Component
Question : Based on the Graphic novel Black Beauty write on one of the **CHARACTERS** by giving textual evidences from the textbook.

1. ( ) The student can narrate the story in the correct sequence and name all the characters correctly.
2. ( ) The student can name at least 2 main characters in the story.
3. ( ) The student can identify at least three textual evidences for each character and characteristics from the story (on their own, help of teacher/friends).
4. ( ) The student can write three paragraphs on one character by giving one characteristics and a textual evidence in each paragraph.

Teacher's comment:

_____
_____
_____
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_____

Student's comment:

_____
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Student's self-reflection

Name : _____ Class : _____

Activity : _____ Date : _____

1. What did you learn through this NIE project?

_____

_____

_____

_____

_____

_____

_____

_____

2. How did you learn (yourself, via teacher's /friend's help)?

_____

_____

_____

_____

_____

_____

_____

_____

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Student Self-Assessment Form

Name : _____ Date : _____

Activity : Writing a Composition Class : _____

Student's learning objective: _____

A. Use this checklist to test your understanding on the activity mentioned above.

1. ( ) I can construct at least 10 'WH' questions to write about myself.
2. ( ) I can answer all the questions correctly in simple or compound sentences.
3. ( ) I can rewrite all the answers in ONE paragraph.
4. ( ) I can write another two paragraphs on my own using the 'WH' method.
5. ( ) I can rearrange the content points neatly in three different paragraphs (example: Paragraph 1 - all about myself, paragraph 2 – about my parents and siblings and paragraph 3 – about my friends).
6. ( ) I will rewrite the paragraphs by correcting the errors identified by my teacher.

B. This activity (writing a composition via answering 'WH' questions and rewriting it by correcting errors identified by my teacher) is very helpful and useful. Give reasons to support answer.

_____

_____

_____

_____

_____

_____

_____

_____

_____

BKKN/12

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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The tone changes from one of harshness towards the man in the first stanza to one of gentleness in the second stanza. In the third stanza, the speaker's tone becomes serious.

Stanza 1: The speaker shows her dislike of the man because he is so deceitful.
Stanza 2: She is full of sympathy for the woman who has been deceived. She is tolerant and gentle towards the woman because she has learnt a valuable lesson from her unfortunate experience.
Stanza 3: The speaker's tone becomes serious because she is giving a bit of advice to all of us.

Worksheet 2 : Language and Literary Devices

The poet does not describe directly the kind of person the man is. She does it using metaphors and images and we have to explore the implied meaning.

Read the stanza below and answer the questions in the boxes.

He had such quiet eyes
She did not realise
They were **two pools of lies**
Layered with thinnest ice
To her, those quiet eyes
Were breathing **desolate sighs**
Imploring her to be nice
And to **render him paradise**

1 **two pools of lies**
What does the above refer to?
The eyes of the man. ✓

2 (a) What is the quality of ice?
cold, translucent. ✓

(b) What can happen if you walk on thin ice?
the ice can crack. ✓

3 **desolate sighs**
Can you almost hear him sighing? Give an explanation for your answer.
No, because it is his inner feelings ✓

4 **render him paradise**
What does **paradise** mean to you?
A place which is nice. ✓

Words from the Poem	Literary Device	Meaning/Comment
Stanza 1		
quiet eyes	personification	• The eyes seem to have assumed the calmness normally attributed to human beings.
pools of lies	image	• Pools contain water which can mean depth of feeling but here the pools are frozen and cold like the man's heart.
thinnest ice	(continues the above image)	• The frozen ice is a thin layer, meaning, if one walks on it, the ice will crack and the person will drown. The lady in the poem is in danger.
quiet eyes...breathing desolate sighs	sound sensation/ personification	• The lady imagines she can 'hear' the eyes giving out those sighs which are human actions too.
paradise	metaphor	• Implies a place like heaven where only everlasting happiness and beauty exist.
(All 17 lines end with the same sound)	rhyme	The simple and specific rhyming pattern gives the poem a musical quality that reduces the harshness of the message.

Worksheet 1 : Point of View

Whose voice do you hear speaking to you, the reader or the person making comments about the relationship between the man and woman?
It is no doubt that it is the poet herself. In the first two stanzas, she describes the kind of man 'he' is and how the woman reacts to him. In the third stanza, however, she speaks directly to the woman and the reader, giving some advice.

Read the poem below and answer the questions.

He Had Such Quiet Eyes

He had such quiet eyes
She did not realise
They were two pools of lies
Layered with thinnest ice
To her, those quiet eyes
Were breathing desolate sighs
Imploring her to be nice
And to render him paradise

If only she'd been wise
And had listened to the advice
Never to compromise
With pleasure-seeking guys
She'd be free from "the hows and whys"

Now here's a bit of advice
Be sure that nice really means nice
Then you'll never be losing at dice
Though you may lose your heart once or twice

1968

Bibsy Soenharjo

1 What are the words that the speaker uses to describe the man?
- (A) quiet eyes
- B desolate sighs
- C really means nice

2 Do you think the speaker likes the man? Why?

No, because the persona/girl feels that the man is hypocrite.

3 Name the people in the poem.

The man and the girl.

4 Whose voice do you hear speaking to you?

The girl.

5 The poem is focused on
- (A) setting
- B relationships
- C point of view

UNIVERSITI PENDIDIKAN SULTAN IDRIS

Worksheet 2

Read the stanza below and answer the questions that follow.

At dawn **they** returned home
their soaky clothes torn
and approached the stove
their limbs marked by scratches
their legs full of wounds
but on their brows
there was not a sign of despair

1 In stanza 1, to whom does the word **they** specifically refer to?

The flood victim

2 Briefly describe how the people are suffering while out in the rain.

Part of the body are full of scratches and woundy

3 Why do the people approach the stove?

To warm themselves

4 What does the last line of the stanza, '*there was not a sign of despair*' tell you about the people?

They did not make any complaint.

Worksheet 3

Read the stanza below and answer the questions that follow.

The whole day and night just passed
they had to brave the horrendous flood
in the water all the time
between bloated carcasses
and tiny chips of tree barks
desperately looking for their son's
albino buffalo that was never found

1 Why was the couple out in the rain?

The couple want to seach for their son's albino buffalo.

2 How do you know that the couple had a difficult time looking for the albino buffalo?

The flood are full with bloated carcases and tiny chips of tree barks.

3 What do you think probably happened to the albino buffalo?

Drowned

4 If you were the parent of the boy in the poem, would you go out in the floods to look for your son's albino buffalo? Give two reasons to support your answer.

Yes, because the albino buffalo is very valuable and it is one of our properties.

Complete the chart below with the appropriate terms given in the word list.

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI F

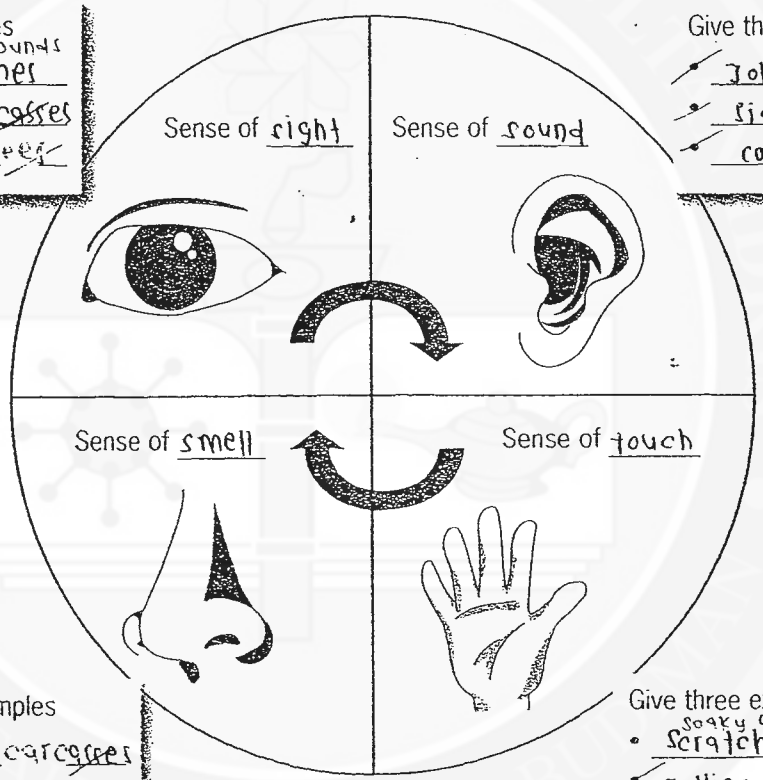
IMAGERY

~~Smell~~	~~Complaint~~	Scratches and wounds	~~Jokes~~
Bloated carcasses	Fallen trees	~~Touch~~	Rolling cigarette ~~leaves~~
~~Soaky clothes~~	~~Sound~~	Cigarette leaves	~~Sight~~

~~Bloated carcasses~~	~~In the water~~	~~Sigh~~

Give three examples
scratches and wounds
- soaky clothes
- bloated carcasses
- fallen trees

Give three examples
- Jokes
- sigh
- complaint



Give two examples
- bloated carcasses
- cigarette leaves

Give three examples
soaky clothes
- scratches and wounds
- rolling cigarette leaves
- In the water

Today I learnt to understand the sense in human body. There are four sense which is sense of sight, sound, smell and sense of touch.

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

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N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI F

Appendix G

Worksheet for Writing

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

WRITING TASK

Purpose:
To write a formal letter
Audience:
The manager of the park



Your school Geography Society would like to visit the famous Tunku Abdul Rahman Marine Park in Sabah during the school holidays. Write a letter to the park authorities to get permission to do so. Use the notes and the brochure given below to help you.

Purpose of the visit : to know more about marine life
Details : –number of students and teachers going
–date and time
Enquiries : activities—entrance fee

Your letter should be **more than 100 words**.



Visit the beautiful underwater world at Sabah's Tunku Abdul Rahman Marine Park.
It's your chance to experience sea-walking, go snorkelling or scuba-diving.

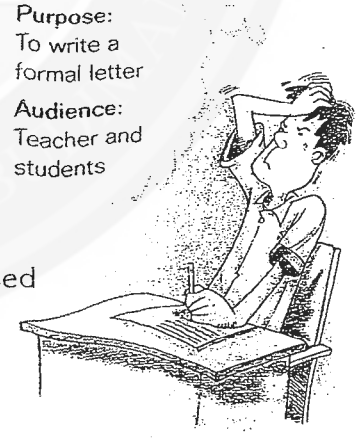
A dream come true—see beautiful corals and colourful fish.

Contact Sabah Tourism Board for further information.
Contact phone number: 6088-212121
E-mail: info@sabahtourism.com.my

WRITING TASK

The Science Society of your school is planning a visit to Pulau Redang and would like to stay at Pulau Redang Resort. As the secretary of the society, write a **letter** to the manager to enquire about the facilities offered by the resort. Use the points given below. Your letter should be **more than 100 words**.

Purpose:
To write a formal letter
Audience:
Teacher and students



- Room rates—how many to a room, extra beds
- Facilities—gym, swimming pool—when these can be used
- Recreation programmes—day trips—interesting places—jungle trekking
- Is transport provided?
- Are guides provided?

Use the model letter on page 196 to help you write the letter.

UNIVERSITI PENDIDIKAN SULTAN IDRIS

Nama : [redacted] Tingkatan : 3 Bakti

No. Pusat / Angka Giliran : No. Kad Pengenalan :

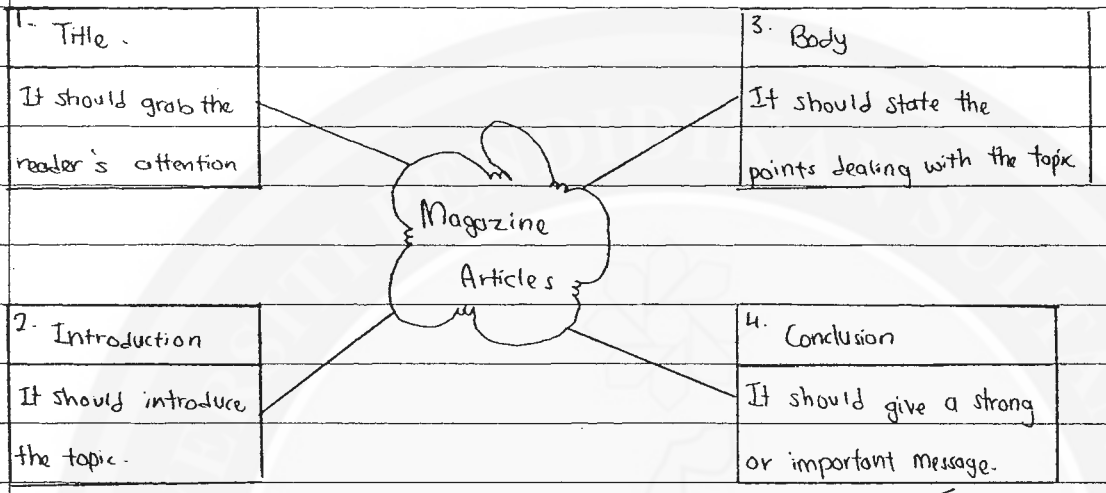
Perkara : Index : Writing an articles for a school Magazine.

Jangan tulis apa-apa di ruang ini.

Nothing is to be written in this margin.

No. | Markah

Be wise computer user



Be a wise computer user.

Jumlah

Is use computer affecting your study life ? Do ~~you~~ rush for the mouse ?

Most people use computer to get the information, entertainment and for relaxation. The webcam such as 'Google' and 'Wikipedia' are good sources of information.

However, too much use computer can harm you. It can reduced your study time or lack of exercise. Other than that, it can make your face healthy problems such as backache and eye strain.

To avoid such behaviour, just follow four simple steps to cut down on your computer time. Firstly, keep a record of how many hours a week you spend time your computer. Secondly, do not use your computer just because you have nothing else to do. Thirdly, set a time limit on the numba of hours you use computer. Lastly, spend more time reading a book or interesting with your family.

SEKOLAH MENENGAH KEBANGSAAN DATO' AHMAD RAZALI
68000 Ampang, Selangor Darul Ehsan.

Nama : [redacted] Tingkatan : 3 BAKTI

No. Pusat / Angka Giliran : _____ No. Kad Pengenalan : _____

Perkara : A Formal Letter - Requesting Services (Homework)

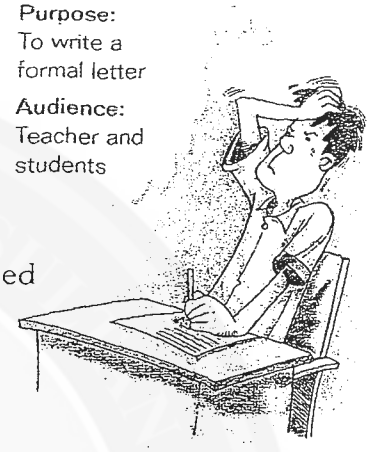
UNIVERSITI PENDIDIKAN SULTAN IDRIS

WRITING TASK

The Science Society of your school is planning a visit to Pulau Redang and would like to stay at Pulau Redang Resort. As the secretary of the society, write a **letter** to the manager to enquire about the facilities offered by the resort. Use the points given below. Your letter should be **more than 100 words**.

Purpose: To write a formal letter

Audience: Teacher and students



- Room rates—how many to a room, extra beds
- Facilities—gym, swimming pool—when these can be used
- Recreation programmes—day trips—interesting places—jungle trekking
- Is transport provided?
- Are guides provided?

Use the model letter on page 196 to help you write the letter.

Calvin Hudson
The Science Society Club
SMK. Matin
Jalan Merak
71700 Mantin.

The Manager
Hotel Berjaya Redang Beach Resort
20928 Kuala Terengganu

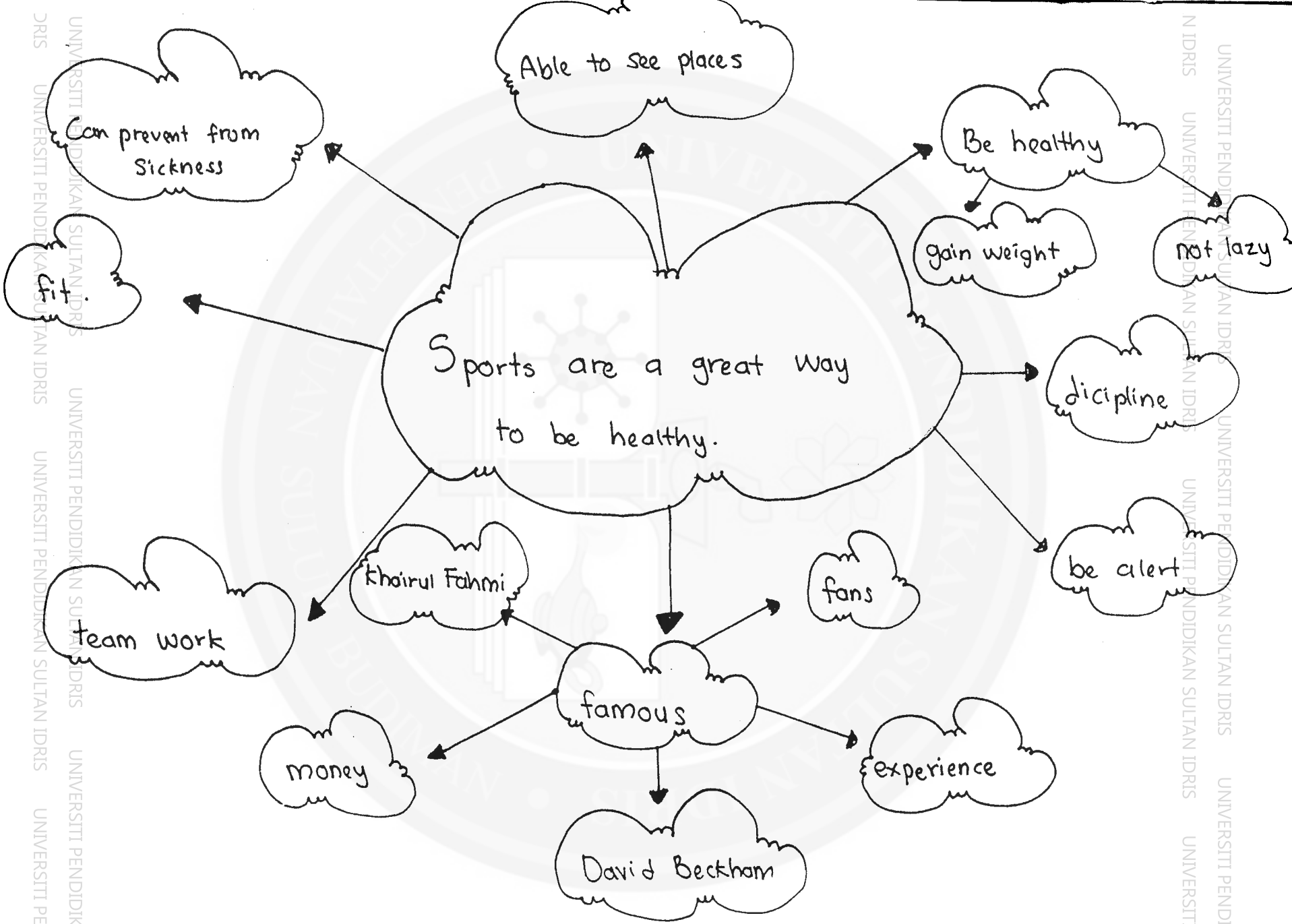
11th Mac 2012

Dear Sir,

Enquiry ↑ provided by the resort
Requesting Services for a Resort.

On behalf of the Science Society Club I wish to request services to visit the Pulau Redang and would like to stay at the Hotel Berjaya Redang Beach Resort. on 25th April 2012.

1. There will be 30 members accompanied by two teachers going on this


Sports are a great way to be healthy.
Able to see places
Can prevent from Sickness
Be healthy
gain weight
not lazy
fit.
dicipline
be alert
team work
Khairul Fahmi
fans
famous
money
experience
David Beckham

Title : Be Wise Computer User (Magazine Articles)

Name: [redacted] Class: 3 BAKTI Date: 11/4/2012

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS

Self-assessment Guide

Use this form to evaluate your own writing by completing each sentence below.

What I like best about this piece of writing is the part want when I do a the mindmap.

When I look back at the project, the part I most enjoyed working on was when I find the important point.

The most difficult part of the project was when I want to start the essay.

I was most successful at

when I searching the important point.

One thing I learned from this project is I need to improve my grammar.

I would assess my work on this project as (outstanding, good, fair, weak)

Fair

One thing I need to improve in my next writing project is

I want to developed more ideas.

One goal I would like to focus on in the future is

I want to enter the English class and do many essay.

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS

Nama : [redacted] Tingkatan : 3 BAKTI

No. Pusat / Angka Giliran : No. Kad Pengenalan :

Perkara :

Jangan tulis apa-apa di ruang ini.
Nothing is to be written in this margin.

No.	Markah
Jumlah	

Sports are a Great Way to be Healthy

Read the following dialogue between two boys. Whom do you agree with? Write a composition to state your choice.

Johnson : Why are you not in your sports gear? We are playing football today.
Kar Wai : Sports do not suit people like me. It's too difficult. I would rather play computer games. I can learn many skills through computer games too.
Johnson : But sport is a great way to stay fit and healthy. You may end up being overweight and unhealthy if you spend too much time in front of the computer. Besides, you will learn teamwork and learn to get along with others.
Kar Wai : Sport is too much of a hassle. If I play computer games, I don't even need to get out of my house. I can play with friends from all over the world.

When writing your composition, you should:
- use **all** the notes given
- **elaborate** on the notes to make it more interesting
- make sure it is **not less than 120 words**

Sports are ~~go~~ great way to be Healthy.

In my opinion sports are a great way to stay healthy. This is very important nowdays as most of us travel everywhere by car and there is lack of physical activity. As a result many people become overweight and sufferpoor health. Therefore, I agree with Johson that one should take part in any sports activity.

By exercising you will become stay healthy and fit. Next, you can participate ~~except~~ in many games. Then, you can become always be alert brain function will be better and you will not become lazy. Futhermore you will be active in your daily live. You also can do school work activeiy. After that, you will be stress of free for the examination. Moreover your stress will reduce. Now our goverment government too and courage to participate in co-curricular with theme 1 student, 1 sport.

If you agree with computer ~~games~~, you ~~will spend~~ more time in front of computer screen and may become lazy, gain weight and have problem interacting with others. Other than that, your weight will become increase such as overweight, strain your eyes and not have ~~para~~ a social problems.

Involving in
Sports such as football or netball can make a teamwork. Besides that, you can dicipline your selves and you can take participate in schod competition. After that, you can gain knowledge with other freinds and can get more experience. We may become famous with sports like Datuk Nicole David. She has a big contribute to the country.

There are reason why I agree with Sports. Students should not spend too much time on computer games and students should good in sports to have a healthy life.

C 12
B (C)

- errors in sentence construction
- points stated but not well developed

UNIVERSITI PENDIDIKAN SULTAN IDRIS

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
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Appendix I

Sample of Student's Worksheet & Self-Assessment Guide

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

Name: [redacted] Class: 8 BAKTI Date: _____

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI P

Self-assessment Guide
Use this form to evaluate your own writing by completing each sentence below.

What I like best about this piece of writing is

I like best about this piece of writing is when I search its point.

When I look back at the project, the part I most enjoyed working on was

The part I most enjoyed working on was in my introduction.

The most difficult part of the project was

The most difficult part of the project was when I do my second paragraph.

I was most successful at

I was most successful at my third paragraph and my conclusion.

One thing I learned from this project is

One thing I learned from this project is be careful when spell something.

I would assess my work on this project as (outstanding, good, fair, weak)

Fair

One thing I need to improve in my next writing project is

I need to improve in my next writing project is improve my vacubulory

One goal I would like to focus on in the future is

I would like to focus on in the future is ~~do~~ more essay.

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
ORIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

Nama : [redacted] Tingkatan : 3 Bakti.

No. Pusat / Angka Giliran : No. Kad Pengenalan :

Perkara :

Jangan tulis apa-apa di ruang ini.
Nothing is to be written in this margin.

No. | Markah

Writing a Speech.

Healthy Habits.

Good morning, teachers and friends. I'm here to talk to you on personal care. Which is most important to you; good food, exercise or adequate rest? Let me tell you - they are all important. However, keeping healthy is more than this. Personal care is important too.

Let me explain to you. Firstly, we start from healthy eating habits. Do not eat too much oily food because it will cause you obes. Change your diet and follow the Pyramid Food to prevent from disease. Next, do not eat too much sweet food and fast food such as junk food because this food is not good to health your body.

Jumlah

Other than that, you should not skip our meal because it will cause gastric. You must take three meals a day to balance your diet. You also must avoid snaks, junk food and carbonates drink in your daily food.

Next, personal care is about taking care of your hair, your skin, your teeth and your nails. Have regular baths if you want to feel fresh all day long. If you have an acne problem, you must take extra care.

Being healthy is not a hardware. If you can discipline yourself, everything can be in your finger tips. As the saying goes Health is wealth. Be healthy and be happy.

18/25

Tasu fulfilled with ideas details developed

Name: [redacted] Class: 3 BAKTI Date: _____

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
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Self-assessment Guide

Use this form to evaluate your own writing by completing each sentence below.

What I like best about this piece of writing is

I like best about this piece of writing is when I search its points

When I look back at the project, the part I most enjoyed working on was

The part I most enjoyed working on was when I see my conclusion.

The most difficult part of the project was

The most difficult part of the project was when I wants to expand another ideas

I was most successful at

I was most successful at my introduction.

One thing I learned from this project is

One thing I learned from this project is

I would assess my work on this project as (outstanding, good, fair, weak)

Fair

One thing I need to improve in my next writing project is

I need to improve in my next writing project is to maintain my greds.

One goal I would like to focus on in the future is

I would like to focus on in the future is I need to expands more ideas.

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

SEKOLAH MENENGAH KEBANGSAAN DATO' AHMAD RAZALI
68000 Ampang, Selangor Darul Ehsan.

Nama : [redacted] Tingkatan : 3 Bakti

No. Pusat / Angka Giliran : _____ No. Kad Pengenalan : _____

Perkara : _____

Jangan tulis apa-apa di ruang ini.

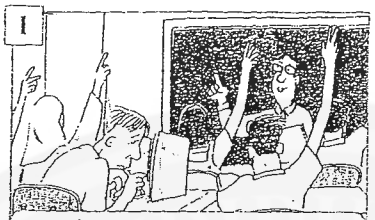
Nothing is to be written in this margin.

No. | Markah

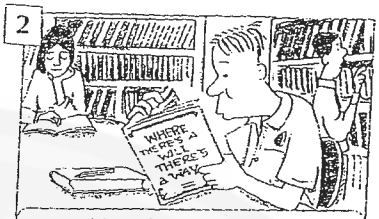
WRITING TASK

Use the pictures and the words given to write a **story** about Hisham. Give a suitable **title** to your story. Your story should be **more than 100 words**. Use the model essay on page 124 to help you write your story.

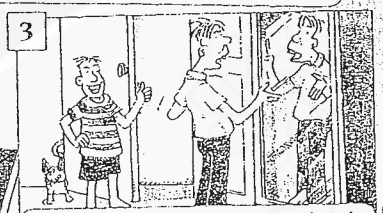
Purpose:
To write a narrative
Audience:
Students and teachers



Hisham—shy—seldom—spoke—class—wanted—get over shyness



read books—overcoming shyness



practised—mirror—asked brother's help



gained confidence—speech contest—won prize

Title : Success ~~To Get~~ after coming Over Shyness

Jumlah

Hisham studies in SMK Sanjana Impian. He is 16 years old. He comes from a poor family. He is the eldest brother and has a younger brother. His mother works as housewife and his father work as security guard. At school, he is shy person. In the class, he is less talk with his freinds and teachers.

Hisham knows he has a problem. He decided to see a counsellor of his school to overcome his problem. The counsellor advices him to read some books such as how to overcome shyness to bild his confidences.

That was what Hisham did. He thought of ways to overcome his shyness. He borrowed books from his school library and read them carefully. He learned ~~the~~ to overcome his shyness. At home, he always practised to talk in front of the mirror. He asked his little brother's to help him.

At school, he took part in [redacted] contest. He felt so confident to join the speech ~~co~~ contest. At the stage, he felt so gained confidence when he speech.

Finally, he won the prize for speech contest. 'This is just the icing on the cake', Hisham told himself as he walked towards the school hall.

C - 13

B - 6

There is still room to improve

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID

Name: [redacted] Class: 3 BAITI Date: _____

Self-assessment Guide
Use this form to evaluate your own writing by completing each sentence below.

What I like best about this piece of writing is

I like best about this piece of writing is when I understand what the questions want.

When I look back at the project, the part I most enjoyed working on was

The part most enjoyed working on was in my third paragraph.

The most difficult part of the project was

The most difficult part of the project was when I searching it title.

I was most successful at

I was most successful at my introduction.

One thing I learned from this project is

One thing I learned from this ~~to~~ project is need to improve my language when give a title.

I would assess my work on this project as (outstanding, good, fair, weak)

Fair

One thing I need to improve in my next writing project is

I need to improve in my next writing project is becareful when give a title.

One goal I would like to focus on in the future is

I would like to focus on in the future is ~~waste~~ do more exercise.

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
JRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI F

STUDENTS SCORES

NO	THEME/DATE	TOPIC	TITLE	TYPE OF ESSAY	TOTAL MARKS
1	SOCIAL ISSUES	TEENAGE CONCERNS	WRITING AN ARTICLE FOR A SCHOOL MAGAZINE	ARTICLE	14
2	HEALTH	A WEIGHTY ISSUE	GIVING AN OPINION ABOUT BEING HEALTY THROUGH SPORTS	GIVING POINT OF VIEW	12
3	HEALTH	GROWING PAINS	WRITING A SPEECH ON HEALTHY HABITS	SPEECH	18
4	HEALTH	SOUND MIND SOUND BODY	WRITE A STORY – Determined to Succeed	NARRATIVE	13
5	ENVIRONMENT	THE SEAS AROUND US	WRITING A FORMAL LETTER REQUESTING PERMISSION	FORMAL LETTER	19
6	ENVIRONMENT	RECYCLING	PROCESS AND PROCEDURES OF MAKING ORGANIC COMPOST AT HOME	PROCESS AND PROCEDURE	
7	ENVIRONMENT	LEISURE	GIVE DIRECTIONS AND DESCRIBE A PLACE	PICTORIAL MAPS	19
8	PEOPLE	LIFE OF A STUDENT	WRITE A REPORT ON DAILY ACTIVITIES OF A STUDENT	CHARTS AND GRAPHS	15

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
ORIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

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Appendix J

Sample of Student's Peer Respond Guide

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

Name: [redacted] Class: 3 Bakti Date: _____

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
N IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI P

Peer Respond Guide

Use this form as you respond to the writing of a classmate.

What is best about this piece of writing?

~~write~~ to learn to write formal letter.

Is the opening interesting and attention-getting? What, if anything, could help make it more so?

Yes, the opening was interesting. No, I think she no need to make it more.

What is the focus of this piece? Do all of the parts work to support the whole?

Focus of this piece is the format of formal letter. Yes, she must do all the parts.

Would it be possible to organize the ideas or events more clearly? How?

Yes, she must to get more information about it.

Are the paragraphs and sentences clearly and logically connected? Where could transitions be introduced to make connections more clearly?

Yes, the sentences is clearly and logically connected. No, the most were very clear connected.

Has the writer told enough about each part of the subject? Where are more details needed?

yes, she told enough about each part of the subject. The more details needed is at the point.

Where is the language precise and vivid? Where is the language vague or confusing?

In paragraph 1 and 3. The part where is the language was confusing is at paragraph 3.

Where are there errors in usage, spelling, capitalization, or punctuation that need to be corrected?

The part when she use past and present tense.

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
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UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDID
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Appendix K

Sample of Student's Self-Reflection

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

SEKOLAH MENENGAH KEBANGSAAN DATO' AHMAD RAZALI
68000 Ampang, Selangor Darul Ehsan.

Nama : _____ Tingkatan : _____

No. Pusat / Angka Giliran : _____ No. Kad Pengenalan : _____

Perkara : _____

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My name is [redacted]. I form 3 Bakti. I have a fonale teacher who was an Indian. Her name is Pn. k. Shumathy. She was a hardworking, very punctual in time, always giving us homework and often provide evidence of a verse that we don't understand. She do this to us only wants us to improve our English language. Everyday, she will go to our class on that time. One day, she has provided us with some material that is portfolio assessment.

At first, I just take for granted on that work, but I was wrong. My teacher give that portfolio wants us to improve our language on English writing. When I mate this portfolio, I will know that whether my essay mark is down or upward. This portfolio will help me in making another essays. One of the content I like to do is "Notes from Other Sources" because it is very simple to do. We are only looking for materials that are associated with that essay we done.

I have a strength and weaknesses in making essay. With this, I will know my limitions and advantages for each essay because my teacher always give some marks dan and comments. That comment I will try to fix it even it only slightly. The essay which I Obtained with the highest scores are informal letter. I am very happy because I got the high marks in that essay. It can raise my motivated to do other essay.

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Other than that, I also get low marks when mating this portfolio. That essay is a substance from a diagram. That essay must give some title and story line a diagram. I was very weak in giving title in an essay. My teacher comment that I still room to improve my writing but I'll not give-up even though I was getting a low marks in the essay.

In the portfolio, our teacher has give some material that is the self-assessment guide. It is to eraluate our own writing. We will put that one in each essay. In that self-assessment it has content what I like best about this piece of writing, one thing I learned from this project and much more. It will help me to improve. My teacher also give us peer respond guide. It is the respon from our classmates. That one we put on the student reflection. It also helped me to improve my essay.

Overall, this portfolio helped me very much in making other essay espacially in examination. I feel very grateful and satisfied because I have been selected in the best top 5 after I've been hardwork to done this folio. I also like to thank to my teacher Pn. t. Shumathy for giving this portfolio. Thankyou.

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Nama : ..... Angka Giliran : ..... Kp : .....

Tingkatan : ..... Perkara : ..... Tarikh : .....

Jangan tulis apa-ap di ruang ini

Lesson 1

Today, my teacher came to our class with something new. She introduced to us a new way of learning. Teacher gave each of us a file with some worksheets and activities in it. As a start, teacher told us to find some pictures of flood for the poem of 'In the Midst of Hardship'. I seached for the pictures in the internet during night. When I surf in the internet, I found many pictures of flood but teacher only wanted two pictures. So, I only print two pictures.

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lesson 2

Today, our very first lesson was using the portfolio at the class. Today's lesson was about the poem 'In the Midst of Hardship'. I was able to recite the poem confidently and full of emotions. I am still ~~a~~ satisfied as the lesson ~~is~~ taught me a lot of things. Then, teacher helped me to understand the poem better. I have also learned some new words such as horrendous and bloated carcasses. It was also my first time hearing the word albino buffalo. I also have completed some worksheets given by the teacher in this lesson and I was also able to answer all the questions without any reference.

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Nama : [redacted] Tingkatan : 4 AMANAH

No. Pusat / Angka Giliran : _____ No. Kad Pengenalan : _____

Perkara : _____

Jangan tulis apa-apa di ruang ini.

Nothing is to be written in this margin.

No. | Mark

Jumlah

Self Reflection - Lesson 1 (First portfolio activity & briefing)

Today was the very first lesson. It started when the teacher bring in a box of black new files with the help of my friend. Everybody was wondering what will the teacher do with all of those file. The teacher told us that the file was actually a portfolio. I felt curious and at the same time excited because I got to have my own portfolio file. Then, the teacher briefed out ~~was~~ what it should be done by us about the portfolio. At first I was like, man, it's a lot of things should be done but at the end it was actually a little. The portfolio mostly consist of literature components such as poems and short stories. Before this, ~~pe~~ I don't like much about literature. But then, after I've got this portfolio, I became more interested in literature components because it's something new. Teenagers like me and younger nowadays like new things, doesn't matter anything as long as it is new.

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UNIVERSITI PENDIDIKAN SULTAN IDRIS

Nama : [redacted] Tingkatan : 4 AMANAH

No. Pusat / Angka Giliran : _____ No. Kad Pengenalan : _____

Perkara : _____

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Nothing is to be written in this margin.

No. | Markah

Self Reflection - Lesson 2 (In The Midst Of Hardship)

The Today was the second lesson which is about a poem called In The Midst Of Hardship. In the previous lesson the teacher told us that we must search stuff related to the poem. In Example, picture flood, to show that the poem's scenerie was at a flood. Not just that, the teacher also asked to search for the poem's theme, moral value, and other stuff. The first thing was a few of us had to recite the poem with full of emotion and pronounciation. The first stanza was recited by a friend of mine. He recited with full of emotion and ~~pronounce~~ pronounciation at first try. The second stanza was recited by me. Unfortunately, I couldn't recite it ~~with~~ with full and emotion but I can recite it with the correct pronounciation. So, the teacher and my friends helped me to recite it with full of emotion. I didn't success at my first try nor second but at my third try, I did it. I felt so happy and proud of myself to have a friend and teacher like them. Then, we go through the poem's literal and figurative meaning. Some of my friends didn't know what literal and figurative meaning was all about. So, the teacher explained and the whole class understand ~~wat~~ what it meant. Lastly, ~~we~~ the teacher handed out a few worksheets for this poem. We all answered it together. Some got ~~the~~ right answers and some got wrong answers. I think after all this I managed to recite a poem and give it themes and it literal and figurative meaning.

Jumlah

UNIVERSITI PENDIDIKAN SULTAN IDRIS

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Appendix L

Sample of Student Self-Assessment

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Student Self-Assessment Form 4 (Activity 9: short story: setting, theme & plot)

Name: [redacted] date: _____

Peer comments: _____ Activities: _____

Student's learning goal: Short Story Quertyuiop

Use this checklist to carefully check your understanding on setting, theme & plot. Don't forget to double-check your work!

( ) I am able to describe the time of the story.
(✓) I am able to describe the setting of the story.
( ) I am aware of the theme of the story.
(✓) I can narrate & write the sequence to recount events of the story.
(✓) How did you narrate? Underline.
(on my own) (with a friend's help) (with teacher's help) (don't know how to do)

□ The activity/task provided by the teacher is very helpful. State reasons.

Because the activity given provides nearly all but not all of the Story's setting.
Even though I can't narrate on my own, ~~but~~ I can narrate a little bit on my own not time confidently.

I reread/recheck the short story carefully for all errors.

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Student Self-Assessment Form 4 (Activity 1)

Name: [redacted] date: 20th April, 2012
Peer comments: _____ Activities: _____
Student's goal of learning: In the Midst of Hardship

Use this checklist to carefully check your understanding for poem: in the midst of hardship. Don't forget to double-check your work!

(✓) I can recite the poem.
( ) I can recite the poem with feelings.
(✓) I can recite the poem with correct pronunciation.
( ) I can recite the poem with correct stress and rhythm.
(✓) I can find out the meaning of unfamiliar words. (How)
(on my own) (with the help of a friend) (with teacher's help) (don't know)
(✓) I can understand the literal meaning of the poem. (How)
(on my own) (with the help of a friend) (with teacher's help) (don't know)
(✓) I can understand the figurative meaning of the poem.
on my own) (with the help of a friend) (with teacher's help) (don't know)

□ The activity/task provided by the teacher is very helpful. State reasons.
The reasons are I can understand the poem better. I also know how to recite a poem in a correct way. This activity helps me to find out the meaning of unfamiliar words that I have never heard of.

I reread/recheck the poem carefully for all errors.

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Student Self-Assessment Form 4 (Activity 2: Imagery)

Name: [redacted] date: _____

Peer comments: _____ Activities: _____

Student's learning goal: Learn of Imagery.

Use this checklist to carefully check your chart on imagery. Don't forget to double-check your work!

- ☑ I named all the imagery correctly. Write how many. 6
- ☑ I understand all the meanings of the imagery. (underline)
- ☐ (on my own) (with a friend's help) (with teacher's help) (don't know how to do)
- ☐ I state the imagery used in the poem.
- ☑ I can describe the imagery used in the poem.
- ☐ I can present the content of the poem.
- ☐ I can present the content of the poem in a graphic form.
- ☐ I can describe the content of the poem in a graphic form to my friends.
- ☐ I can provide three examples of imagery for the sense of touch.
- ☐ I can provide three examples of imagery for the sense of smell.
- ☐ I can provide three examples of imagery for the sense of sight.
- ☐ I can provide three examples of imagery for the sense of sound.
- ☑ I have understood the meaning of the poem.
- ☐ The activity/task provided by the teacher is very helpful. State reasons.

The reasons are I can name all the imagery correctly. I can understand all the meanings of the imagery. I also can describe the imagery used in the poem.

I reread/recheck the poem carefully for all errors.

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Activity 1: Reciting poem
Teacher's Assessment Form 4 English Literature

Name _____ Date_____

(✓) The student recited the poem fluently.
(✓) The student recited the poem with feelings.
(✓) The student recited the poem with correct pronunciation.
(✓) The student recited the poem with correct stress and rhythm.
(✓) The student was able to find out the meaning of unfamiliar words. (levels)
(on my own) (with the help of a friend) (with teacher's help) (don't know)
(✓) The student understood the literal meaning of the poem. (How)
(on my own) (with the help of a friend) (with teacher's help) (don't know)
(✓) The student could understand the figurative meaning of the poem.
on my own) (with the help of a friend) (with teacher's help) (don't know)

Teachers comments:
The students feel excited when one of them recite the poem with full of expression and feelings. I felt they could understand better if the literal meaning of words in poem decorated in pictures form than words.

Students comments:

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Appendix M

Sample of Teacher's Assessment

UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKA
DRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PENDIDIKAN SULTAN IDRIS UNIVERSITI PEN

1.	05 April 2012	Leo,the cheerful accident victim

Student Self-Assessment Form 1 (Activity 1)

Name: [redacted] date: 05/04/2012 Pg
Peer Editor: [redacted] Activities: 65
Student's goal of learning: (B)

Use this checklist to carefully check your understanding for reading comprehension. Don't forget to double-check your work!

(✓) I can read the passage. (on my own) (with the help of a friend) (with teacher's help) (don't know).

(✓) I can state the events in the text clearly to one's life.

(✓) I can state the values in the text to one's life.

(✓) I know the word predict. (on my own) (with the help of a friend) (with teacher's help) (don't know).

(✓) I can make simple predictions based on the text. (on my own) (with the help of a friend) (with teacher's help) (don't know)

☐ The activity/task provided by the teacher is very helpful. State reasons.

- Useful for me

I reread/recheck the poem carefully for all errors.

Activity 1: Reciting poem :Teacher's Assessment Form 1 Reading Comprehension

Name [redacted]R Date 05/04/12

(✓) The student can read the passage, state the events and values in the text based on one's life.

Teachers comment's:
Hasyikin is very hardworking girl. ~~The~~ Although she is a bit weak in English, she can read the passage and state the events and values in the text.

Students comment's:

2.	12 April 2012	A passage from 'The Pencil'

Student Self-Assessment Form 1 (Activity 2)

Name: [redacted] date: 12/04/12 Pg 32
Peer Editor: [redacted] Activities: [redacted] (B)
Student's goal of learning:

Use this checklist to carefully check your understanding for reading comprehension. Don't forget to double-check your work!

(✓) I can match main ideas with paragraph. (on my own) (with the help of a friend) (with teacher's help) (don't know).

(✓) I know what is setting. (on my own) (with the help of a friend) (with teacher's help) (don't know).

(✓) I can talk about the setting in the story. (on my own) (with the help of a friend) (with teacher's help) (don't know).

☐ The activity/task provided by the teacher is very helpful. State reasons.
Interesting and useful

I reread/recheck the poem carefully for all errors.

Activity 1: Match ideas/setting :Teacher's Assessment Form 1 Reading Comprehension

Name [redacted] Date 12/04/12

(✓) The student is aware what is setting and able to match ideas in the paragraph. The student can talk about setting in the story.

Teacher's comments:
The student can talk about the setting in the story. Although she has soft voice, I can understand her ways.

Student's comments:

3. | 19 April 2012 | A school in 2155

Student Self-Assessment Form 1 (Activity 3)

Name: [redacted] date: 19/04/12

Peer Editor: [redacted] Activities:

Student's goal of learning: 7S ©

Use this checklist to carefully check your understanding for reading comprehension. Don't forget to double-check your work!

(✓) I can answer questions based on the story.. (on my own) (with the help of a friend) (with teacher's help) (don't know).

( ) I can give opinions about future school. (on my own) (with the help of a friend) (with teacher's help) (don't know).

☐ The activity/task provided by the teacher is very helpful. State reasons.

I have fun and need more activities.

I reread/recheck the poem carefully for all errors.

Activity 3: answering questions :Teacher's Assessment Form 1 Reading Comprehension

Name [redacted] Date 19/04/12

(✓) The student can answer questions based on the story and can share his/her opinions about a future school.

Teacher's comments:

She can answer questions based on the story. /s.

Student's comments:

life

Student Self-Assessment Form 1 (Activity 4)

Name: [redacted] date: 26 April 2012 78

Peer Editor: [redacted] Activities: figurative meaning (B)

Student's goal of learning:

Use this checklist to carefully check your understanding for figurative meaning. Don't forget to double-check your work!

( ) I know what is figurative meaning. (on my own) (with the help of a friend) (with teacher's help) (don't know).

( ) I understand the figurative meaning of the poem. (on my own) (with the help of a friend) (with teacher's help) (don't know).

☐ The activity/task provided by the teacher is very helpful. State reasons.

bergaya sindiri dgn senang.
(useful for myself)

I reread/recheck the poem carefully for all errors.

Activity 4: figurative meaning:Teacher's Assessment Form 1 Reading Comprehension

Name [redacted] Date 26/04/12

(✓) The student has some knowledge about figurative meaning.

Teachers comments:

This student has the knowledge abaut figurative meaning. Although it is not that accurate, but she able to give the meaning. /s.

Students comments:

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Activity 2: Imagery

Teacher's assessment checklist : Assessment Form 4 English Literature

Name _____ Date_____

- ☑ Answered all the imagery correctly.
- ☑ Understood all the meanings of the imagery.
  (on my own) (with a friend's help) (with teacher's help) (don't know how to do)
- ☑ Stated the imagery used in the poem correctly.
- ☐ Described the imagery used in the poem clearly/correctly.
- ☑ Presented the content of the poem clearly/correctly
- ☑ Presented the content of the poem in a graphic form.
- ☑ Described the content of the poem in a graphic form to his/her friends.
- ☑ Provided three examples of imagery for the sense of touch.
- ☑ Provided three examples of imagery for the sense of smell.
- ☑ Provided three examples of imagery for the sense of sight.
- ☑ Provided three examples of imagery for the sense of sound.
- ☑ Understood the meaning of the poem.

Teachers comments:

Students able to give examples of imagery after the teacher shown samples and pictures. They felt excited drawing the eyes of their friends as one of the activity. Students also enjoyed the "Bingo game" which enlighten on the figurative meaning.

Students comments:

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Appendix N

Instruction to Research Participants

Participation-Release Agreement

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Instructions to Research Participants

Date:

Dear

Thank you for your interest in my dissertation research on the implementation of portfolio as an assessment tool in your respective school.

I value your participation and thank you for the commitment of time, energy and effort. If you have further questions before signing the release form or if there is a problem with the date and time of our meeting in the schools for observations and interviews, I can be reached at 102-6635068.

Sincerely,

_____

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Participation-Release Agreement

I agree to participate in a research study of the implementation of portfolio as an assessment tool as described in the attached narrative. I understand the purpose and nature of this study and am participating, voluntarily. I grant permission for the data to be used in the process of completing a PhD degree, including a dissertation and any other future publication. I understand that my name and other demographic information which might identify me will not be used.

I agree to meet at the following classroom _____ on the following date _____ for observation and also an interview of half an hour to two hours, and to be available to a mutually agreed time for an additional one and a half interview, if necessary. I also grant permission for the tape recording of the interviews.

_____ _____

Research participant Primary Researcher

_____ _____

Date: Date:

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Name: ARSHAD ABD. SAMAD

Date : 12/11/14

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