



IMPACTS OF PORTFOLIO ASSESSMENT ON IRANIAN EFL STUDENTS' READING COMPREHENSION ABILITY BASED ON JUNIOR HIGH SCHOOL ENGLISH TEXTBOOK (PROSPECT 2)

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ABSTRACT



The studies about the use of portfolio assessment in foreign language teaching show that the portfolio assessment improves writing skills; however, foreign language skills are not limited to writing skill alone. Reading, speaking and listening skills are also important. Portfolio provides the students with the opportunity to see themselves as with special interests and needs in reading skill. The aim of this study is to examine the impact of portfolio as a descriptive assessment method on the development of Iranian EFL students' reading comprehension ability based on junior high school English textbook, Prospect 2. To this end, 20 Iranian EFL students all female from a guidance school were selected. The control group members (n=10) received traditional assessment and the experimental group members (n=10) received the portfolio assessment based on Prospect 2. Two reading comprehension tests as pretest and posttest were given to the students of both groups to find out their reading comprehension ability at the beginning and at the end of the treatment. In order to perform statistical analysis, descriptive and inferential statistical methods were applied. The results of the study did not show the superiority of portfolio method over conventional scoring method in the development of the students' reading comprehension. The results have some implications and suggestions for assessment, teaching and learning.

Keywords: *Assessment, Portfolio Assessment, Reading Comprehension, Prospect 2.*

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1. INTRODUCTION

Reading is the basis of learning other cognitive skills. It is a process through which letters, symbols, and signs obtain meaning with the ultimate goal of achieving the abilities to read, comprehend, and criticize a text. The most important part of this process is comprehension. Lerner (1997) has argued that comprehension involves reader's cognitive transaction with the text and the reader has to be able to bridge the gap between newly given data and his/her previously existing knowledge. If we are to enhance reading skills, there is no way but to change the teaching-learning methods of reading skills and their assessment. In recent years, a reform has happened in the era of evaluation. It is the shift from testing to assessment. Assessment, in the broad sense, means "any methods used to better understand the current knowledge that a student possesses" (Collins & O'Brien, 2003, p. 29). According to Crooks (2001), assessment is "any process that provides information about the thinking, achievement or progress of students" (p. 1). Designing assessment is a skilful art because it requires the assessor to have an understanding of the content of the knowledge, the syllabus, and the level (Gomez, 1999). Today, there are innovations in assessment procedures, where the change is from summative assessment to formative assessment. One of the significant methods in formative assessment system is portfolio. According to Archbald and Newman (1992, p. 169), "a portfolio is a file or folder containing a variety of information that documents a student's experiences and accomplishments". Teachers that have paid attention to the process of learning as well as to the products of that learning evident in the portfolio collection can assess students' abilities, skills and knowledge to accurately evaluate, whether or not their teaching is preparing the students for the real world (Batzle, 1992). There is a wide body of theoretical research that recommends the use of portfolio in EFL classrooms (Hedge, 2000; Rea, 2001). For some teachers, the portfolio is part of an alternative assessment program, and it can either include a record of students' achievements or simply document their best work. For other teachers, the portfolio documents the students' learning process, and still

others use it as a means of promoting learner reflection. Despite all efforts and costs of foreign language teaching in Iran, students suffer from difficulties in language learning skills. The problem appears to be in educational system that teachers, traditionally, do their best to teach 'what to think' rather than 'how to think' effectively about the subject matters which is termed as critical thinking (Shuffersman, 1991).

Therefore, the main question in this study is that whether there would be a significant difference in reading comprehension of students, if the traditional quantitative methods of evaluations are replaced by qualitative methods such as portfolio.

2. LITERATURE REVIEW

Portfolio assessment has been adopted in many subject areas and accepted in a variety of contexts so that many descriptions of portfolio exist. Portfolio approaches to assess literacy have been described in a wide variety of publications (Flood & Lapp, 1989; Valencia, 1990a; Hamps-Lyons, 1996). The studies about the use of portfolio assessment in foreign language teaching largely show that they improve writing skills. But, foreign language skills are not limited to writing skill alone. Reading, speaking and listening skills are also important. Yurdabakan and Erdogan Tolga (2009) considered the effect of portfolio assessment on reading, listening and writing skills of secondary school language preparatory class students. The findings showed that portfolio assessment had significant influence on students' writing skills; The findings of this research are in contrast with that of Delgoshaei, Khrrazi and Talkhabi (2011) that demonstrated the using portfolio as an evaluation method leads to the improvement of reading skills.

2.1 PORTFOLIO ASSESSMENT

Writers like Chen (1993), Fenwick and Parsons (1999), Singer (1993) and Wolf (1989) have stated that portfolio assessment is effective in foreign language teaching and listed the strengths of this assessment approach as below: Portfolio assessment helps students to find appropriate learning contexts for themselves; assists the students to identify their goals for their future learning; gives them the opportunity to take responsibility for their



own learning ; enables the teacher to identify effective language teaching strategies and so on.

2.2 ASSESSING READING COMPREHENSION

For assessing reading comprehension, Alderson (2000) suggested two techniques of summary and information transfer. Indeed, in transforming information the learners transfer what they have known from the texts to a table, a chart and the other types of graphs. According to the results of so many studies (e.g. Alyusef, 2005; McKeown, Beck, Black, 2009; Xie, 2010), EFL students suffered merely from a multitude overlooked difficulties in reading comprehension. In order to solve EFL learners' reading comprehension problems, some assessments such as PA in which qualitative reading research examines the process of reading comprehension is significant.

2.3 PROSPECT 2

Prospect 2 from the series English for schools is part of a six-year program that is designed to help Iranian students learn English for communicative purposes using all the four skills of listening, speaking, reading and writing. The students have a workbook and a student book. The book entitled "Prospect 2" written by Alavimoghadam *et al.* (2014).

2.4 STATEMENT OF THE PROBLEM

The review of literature shows that in traditional assessment, the rate of failure, emotional disorder and unhealthy competition is increasing and students' interest for leaning is decreasing. Of course, most of these problems stem out of exam, anxiety and fear, and from testing without taking into account the students' individual differences (Seif, 2009). Typically, traditional assessment is used only to monitor students' learning. Under this model, students who "know" are separated by those who "do not know." In other words, traditional assessment creates a system that classifies and ranks students (Berlak,1992).

An assumption of alternative assessment is that "it is meaningless to attempt to assess a person's abilities except in relation to their valued goals" .There are many kinds of alternative assessment like portfolio assessment, play-based assessment, conference assessment, and so on (Raven, 1992, p. 89). The present study was an

attempt to promote reading skills of the students by encouraging them to use portfolio. Portfolio assessment provides an opportunity for EFL/ESL learners to monitor their own reading progress, their own learning strategies and take responsibility for meeting goals. Portfolio assessment can help learners to investigate their own strength and weakness points.

2.5 RESEARCH QUESTIONS AND HYPOTHESES

Based on the mentioned problem, the researcher attempted to answer the following questions:

RQ1: Does portfolio assessment have any effect on Iranian EFL students 'reading comprehension ability based on junior high school English textbook?

RQ2: How does portfolio assessment help students self-monitor their own learning and become more autonomous?

RQ3: What are the students' attitudes towards the portfolio assessment and their improvement in reading comprehension ability?

RQ4: Is there any significant difference between the impact of traditional testing method and portfolio assessment on EFL students' reading comprehension ability based on junior high school English textbook?

Based on the research questions of this study, the following hypotheses were formulated:

H₀1: Portfolio assessment has no effect on Iranian EFL students' reading comprehension ability based on junior high school English textbook (Prospect 2).

H₀2: There is no significant difference between the impact of traditional testing method and portfolio assessment on EFL students' reading comprehension ability based on junior high school English textbook.

2 METHOD

3.1 PARTICIPANTS

The population was all female students in eighth grade in Iranian junior high school who received portfolio assessment. Convenience sampling was used in this study. The researcher selected a time and a place for a study, announces this to the students, and then uses those who show up as participants. The participants were 20 female students in eighth grade (in Iranian school system there is no female teacher in junior high school for boys). The participants were selected from two classes and each class had almost 10 students. They



were divided into three groups of experimental, control and pilot each with 10 students. Both of two control and experimental groups were almost equal regarding their general proficiency level and reading comprehension ability at the beginning of the study. They were between 13-15 years old. These students were in junior high school in Shahrekord city in Iran. They were taught by the same teacher.

3.2 MATERIALS

3.2.1 TOEFL PROFICIENCY TEST

In order to ensure the homogeneity of the participants regarding language proficiency, a TOEFL test was administered to the participants. This test was adopted from TOEFL primary practice tests (reading and listening) step 1 and step 2 books (see Appendix A). The test consisted of two parts: vocabulary (10 items), reading comprehension (15 items), which was totally 25 items; it took students about 25 minutes to respond. The researcher pointed for each item one score (the total raw score=25 for each participant).

3.2.2 READING COMPREHENSION TEST

The second test was reading comprehension test. The Gaj and Khattesefid junior high school workbooks were employed to carry out the test. The test consisted of five reading comprehension texts which included twenty one reading comprehension items and seven vocabulary items. The items were given to the participants to be answered as pretest and posttest. They required the participants to read the guidelines in English and Persian and answer the questions (see Appendix B). In order to ensure validity and reliability, first of all, the researcher reviewed the relevant literature and examined the test designed for similar purposes. The content validation form required the experts to rate each item of the test based on two criteria of the appropriateness of the item in representing the topic, and the clarity of the meaning of the item. The face validation form required the experts to judge about the components of visual appeal, quality of instructions to respondents, scoring format, page layout, number of sections, number of items, wording of items, relevance of items to the context, and length of time needed to answer the test. The reading comprehension test had 28 items and it took students about 25 minutes to respond. The

researcher pointed for each item one score (the total raw score=28 for each participant).

3.2.3 PORTFOLIO MODEL

The procedures for preparing portfolio were following issues: planning the assessment purposes, corresponding the purposes with instructional objectives, forming criteria for assessment, developing checklist based on the criteria, integrating portfolio into class and activities, introducing the idea of portfolio assessment to the students, its justifications, necessary components, the how of assessment, monitoring the portfolio during the treatment and finally evaluating the final portfolio. The evaluative portfolio was used in this research. Students added their products to their portfolios. All the students' tasks and activities were collected in their portfolio and they had self-assessment on their portfolio during the treatment. There was peer assessment for some activities through the treatment; the researcher evaluated the students' portfolio in the experimental group.

3.2.4 THE ATTITUDE QUESTIONNAIRE

This questionnaire was adopted and related to the topic under study and then it was modified according to the needs and its usability by the researcher. All of the items in the questionnaire were adopted from Rahmani and Kashlouli (2012) and they were modified in line with the objectives of this study (see Appendix C).

3.2.5 ANALYTIC SCORING RUBRIC

A TOEFL English proficiency test was administered to ensure the homogeneity of the participants. It consisted of 25 items. The time allotted to take this test was 25 minutes and the scoring was estimated out of 25. This test was administered to both treatment and control group. The reading comprehension test was administered as the pre-test and post-test. The test included 28 items. The score procedure for items in pretest and posttest was from 28 and the time allotted to take this test was 25 minutes. For the analysis of these scores, descriptive statistics, t-test and independent sample test were carried out to consider all aspects of the study. Reading comprehension pre-test and post-test was given to both treatment and control group. The reliability of the test scores was estimated through Cronbach's Alpha as ($r = .86$).



3.3 PROCEDURE

Before conducting the main study, a pilot study was conducted on a group of 10 students who had the same proficiency level as the main participants of the pretest study. The purpose of piloting was to predict the needs in the main study and to determine the time needed for answering the questions and to check the reliability of the tests. The experimental procedures of the study were summarized as follow: One proficiency test was given to the students of both groups (experimental and control) to see their levels and to make sure their homogeneity. Also two reading comprehension tests as pretest and posttest were given to the both groups to find out their reading comprehension ability at the beginning and at the end of the instruction and treatment. The views of prominent educators and English teachers were asked about the test to ensure that the test was valid. The reliability of the test was confirmed with a calculated Kronbach Alpha Coefficient. During the 12-week experimental study, traditional testing method was used in the control group, whereas portfolio assessment was used in the experimental group. The researcher herself was the teacher in both groups. The researcher asked a reading comprehension portfolio of students in experimental group. At the beginning of the treatment, the instructor explained about the design, goal and procedure of portfolio assessment. The researcher began with writing a definition and goals of portfolio assessment for learners in the experimental group. The researcher explained other types of alternative assessment such as self-assessment and peer assessment and their significance in the process of collecting portfolios. The students in the experimental group and their parents informed about the process of portfolio assessment. The researcher decided to use the folders for the learners' portfolios. The researcher taught students based on junior high school English text book for one semester. The researcher prepared suitable reading comprehension tasks based on junior high school English textbook once a week. The students updated their portfolios by completing them. The portfolio contents included activity guides, group projects, individual projects and so on. At the end of semester, students in the experimental group

took the contents of their portfolios for a presentation to a small group of teachers, other students and outside observers. At the end of semester, the students in the experimental group were asked to write answers to some questions about their opinions on portfolio assessment which contains 25 different questions regarding to the effect of portfolio assessment on reading comprehension ability based on Prospect 2.

4. RESULTS

Independent Samples t-Test on the Proficiency Test indicates that *Sig* was more than 0.05; it thus means that the difference between the proficiency levels of the two groups was not significant $t(18) = -1.48, p = 0.15$. In line with the purpose of the study which is considering the effect of portfolio assessment on reading comprehension ability, the researcher investigated the students' mean scores in the posttest. The differences between treatment and control groups were not significant. For considering the details of the research, the students in each group were divided into two low achievers and high achievers groups based on their scores in proficiency test and pretest. The level of significance for low-achievers was more than 0.05; the difference between two groups in low achievers level was not significant, $t(8) = 0.5, p = 0.95$. The level of significance for high-achievers was more than 0.05, and thus the difference between two groups in the high achievers level was not significant, $t(8) = 0.63, p = 0.60$. This means that experimental group didn't perform better than control group and there is no significant difference between the impact of traditional testing method and portfolio assessment on EFL students' reading comprehension ability based on Prospect 2. By considering the results of the items of the questionnaire, we can see that the portfolio assessment based on Prospect 2 helped the students' self-monitor their learning and the students had positive attitudes towards it.

5. DISCUSSION

According to the findings, the answer to the first research question, "Does portfolio assessment have any effect on Iranian EFL students' reading comprehension ability based on junior high school English textbook?" is "No". The results of data analysis in chapter four revealed that the difference



is not statistically significant. As a result, it could be concluded that experimental group members did not perform much better than control group members on the posttest and this was the answer for the first research question. These findings are in agree with those of Yurdabakan and Erdogan Tolga (2009) that considered the effect of portfolio assessment on reading, listening and writing skills of secondary school language preparatory class students. They analyzed the scores of students in both control group and treatment group. The findings showed that portfolio assessment had significant influence on students' writing skills; The findings of this research are in contrast with that of Delgoshaei, Khrrazi and Talkhabi (2011) that demonstrated the using portfolio as an evaluation method leads to the improvement of reading skills. This study examined the impact of portfolio on the development of first-grade students' cognitive skills in reading. The results of the study showed the superiority of portfolio method over conventional scoring method in the development of the students' cognitive skills of reading. The findings of this study are in agreement with the existing studies in the literature which revealed that portfolio assessment methods have no effect on Iranian EFL students 'reading comprehension ability. As the results show, the answer to the second research question," Is there any significant difference between the impact of traditional testing method and portfolio assessment on EFL students' reading comprehension ability based on junior high school English textbook?" is "No". These findings are not in line with the results of Charvade, Jahandar and Khodabandehlou (2012) that found there was a significant difference between the impact of portfolio assessment and traditional assessment on EFL learners' reading comprehension ability and portfolio assessment has a positive effect on EFL learners' reading comprehension ability.

6. CONCLUSION

Based on the findings of the current study, portfolio assessment has no positive effect on students' reading comprehension ability. To meet this end, different tests and a questionnaire were used in the research study. The findings of the study confirmed two null hypotheses and showed that portfolio assessment has no effect on EFL students'

reading comprehension ability based on junior high school English textbook (Prospect 2); and there is no significant difference between the impact of traditional testing method and portfolio assessment on EFL students' reading comprehension ability based on junior high school English textbook. However portfolio is an effective instructional technique as well as assessment tool and can help students to improve self-confidence. The students can use portfolio to self-monitor their growth and their problems. By using portfolio the positive results that were found could be summarized as: positive reactions of both teachers and students toward portfolios; positive attitude increases toward learning in classes where portfolios are in practice; evidence on portfolios being more successful than traditional tests in assessing student achievements; improvement of students' writing skills and positive changes in students' study ways; increase in students' taking responsibility of their own learning; improvement in students' higher order thinking skills, critical thinking skills, problem solving strategies, and self-evaluation abilities; and evidence towards portfolios role in improving communication among students, teachers, administrators, and parents.

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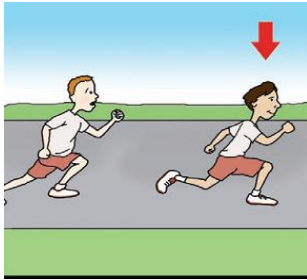
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APPENDIX A: TOEFL READING COMPREHENSION PROFICIENCY TEST

Look at the picture. Read the words. Which sentences or words go with the picture?



- 1(A) The boy is drawing the picture.
 (B) The boy is taking a photo.
 (C) The boy is talking on the phone.



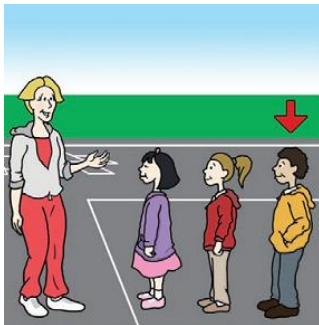
2 The boy with the arrow is.....

- (A) Ahead
- (B) Beside
- (C) Under



5

- (A) Bird
- (B) Butterfly
- (C) Bee



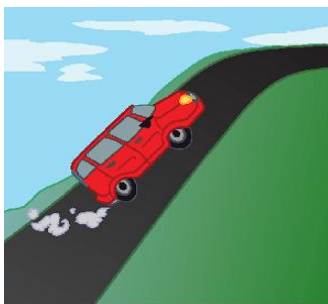
3

- (A) The boy is last in line.
- (B) The boy is waiting in front of the school.
- (C) The boy is talking to a friend.



6

- (A) Pencil
- (B) Eraser
- (C) Ruler



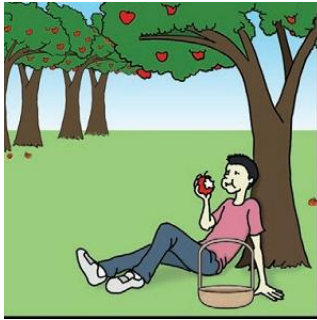
4

- (A) The car is going up a hill.
- (B) The car is at the top of a hill.
- (C) The car is going down a hill.



7

- (A) The girl is talking to someone.
- (B) The girl is writing a letter.
- (C) The girl is wearing a hat.



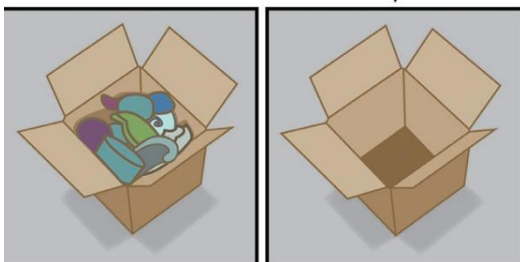
8

- (A) He is carrying a basket of apple.
- (B) He is picking some apples from a tree.
- (C) He is eating an apple under a tree.



9

- (A) Long
- (B) Proud
- (C) Loud



10

- (A) Empty
- (B) A lot
- (C) Enough



11

- (A) They baked a cake.
- (B) They put the ice cream in a bowl.
- (C) They ate dessert.



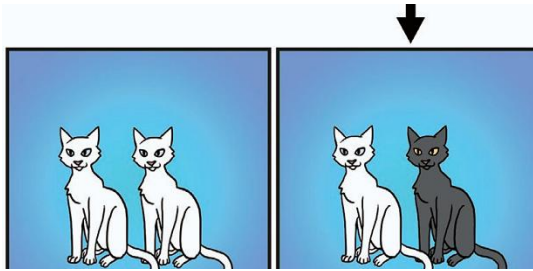
12

- (A) Train
- (B) Taxi
- (C) Bus



13

- (A) Coat
- (B) Dress
- (C) Hat



14

- (A) Same
- (B) Alone
- (C) Different



15

- (A) She is reading from a book.
- (B) She is sitting at a desk.
- (C) She is writing on a board.

READ AND FIND THE ANSWER.

16 . Students go to class here. Teachers work here. It has many desks.

What is it?

- (A) a house
- (B) A school
- (C) a bank

17. People work here. They can grow corn and other vegetables here. Sometimes, pigs, cows, and goats live here.

What is it?

- (A) A zoo
- (B) A farm
- (C) A market

18. You use it when you send a letter to someone. It is made of paper. You write a street address on it.

What is it?

- (A) A notebook
- (B) A pen
- (C) A envelope



Read the sign. Answer questions 19 to 22.

Do you love flowers?
Come to the
Flower Sale

At Harrington School
Saturday and Sunday, May 12 and 13, 8am–3pm



| | |
|---|--|
| <p>Outside on the playground</p> <p>You can buy flowers for many reasons:</p> <ul style="list-style-type: none"> -for the garden -for inside the home -for a friend -for a family member | <p>Inside the school classrooms</p> <p>In addition to flowers, you can buy:</p> <ul style="list-style-type: none"> -pots to plant your flowers in -plant food -pictures of flowers for your home |
|---|--|

If you have questions about the Flower Sale, call Frank at 555-0216 or Sue at 555-0924.

19 Where can you go to buy plant food?

- (A) The playground
- (B) A classroom
- (C) A garden

20. You can buy both flowers and

- (A) Seeds
- (B) Vegetables
- (C) Flower pictures

21. Where is the flower sale?

- (A) In a garden
- (B) At a school
- (C) At someone's home

22. When is the flower sale?

- (A) On a weekend
- (B) In the winter
- (C) During a holiday

**READ ABOUT HOW THE CHILDREN HELP AT HOME.****ANSWER QUESTIONS 23 TO 25.**

| | Monday | Wednesday | Friday |
|-----------------|----------|-----------|----------|
| Empty the trash | Veronika | Asher | Byron |
| Wash the dishes | Asher | Byron | Veronika |
| Clean bedroom | Byron | Veronika | Asher |

23. What does Asher do on Wednesday?

- (A) Empty the trash
- (B) Wash the dishes
- (C) Clean the bedroom

24. Who empties the trash on Friday?

- (A) Asher
- (B) Veronika
- (C) Byron

25. When does Asher wash the dishes?

- (A) Monday
- (B) Wednesday
- (C) Friday

Answer Sheet for Proficiency Test:

| | | | |
|----|---|----|---|
| 1 | b | 14 | C |
| 2 | a | 15 | C |
| 3 | a | 16 | B |
| 4 | a | 17 | B |
| 5 | c | 18 | c |
| 6 | c | 19 | b |
| 7 | a | 20 | c |
| 8 | c | 21 | b |
| 9 | c | 22 | a |
| 10 | a | 23 | a |
| 11 | a | 24 | c |
| 12 | a | 25 | a |
| 13 | a | | |

**APPENDIX B: PRETEST/ POSTTEST**

Name:

Class:

Age:

A) Match the phrases with questions.

- | | | |
|----|--------------------------------------|-------------------|
| 1- | Where do you cook? | a) before sunrise |
| 2- | Where do the wild animals come from? | b) in the kitchen |
| 3- | When do you often wake up? | C)Africa |
| 4- | Who reads story books for you? | d)my mother |

B) Read and find the answer.

- 5 A TV program for children:
a)radio b) news c) cartoon d) television
- 6 People buy everything they need here:
a)zoo b) mosque c) office d) store
- 7 Half an hour ago, it was ten to ten. Now it's.....
a) eleven twenty b) half past eleven
c) a quarter past eleven d) twenty to eleven

C) Read this dialogue and then answer the questions.

S1: Hello, Kumi. Can you tell me about your hobbies?
S2: sure. I love painting. I'm painting a picture for my mum now.
S1: That's lovely. You're good at painting. Do you like music, too?
S2: Yes, I do. I listen to music every evening.
S1: and sports? Do you play volleyball or tennis?
S2: No, I don't like sports. I don't play volleyball or tennis.
S1: I see. I hope your mum likes the picture.

- 8- What's Kumi's hobby?
a) reading b)painting c)computer games
- 9- When does she listen to the music?
a) in the free time b)in the weekend c)every evening
- 10-What is Kumi doing for her mother?
a) shopping b)cleaning a picture c)painting a picture

**D) Match the sentences with the correct answer.**

- 11- My friend and I usually go to the park for walking. We love playing chess in the park, too.
a) Negin b) Pooya c) Kamran
- 12- I like Persian. So I read story books and poems a lot.
a) Ali b) Sogol c) Maryam
- 13- I have a new digital camera. So every weekend, I take many photos.
a) Babak b) Ramin c) Mrs.Jafari
- 14- There is a big river near our village. So my hobby is going fishing on weekends.
a) Ramin b) Ali c) Kamran

E) Read the text and complete the sentences.

I'm Jack. I'm 34 years old and I'm a teacher. My friends and I have different hobbies. I usually play tennis on Monday and Wednesday evenings and read books on Friday mornings. Bob is a doctor. He likes mountain climbing and watching movies in his free time on Tuesday and Thursday afternoons. Nick and Oliver are engineers. They usually go horse riding on Tuesday mornings. Nick enjoys listening to the radio on Friday mornings but Oliver likes reading sports news on the net.

- 15-Jack reads books a) rides horse
16-Oliver b) on Tuesday and Thursday afternoons
17-Bob watches TV c) on Friday mornings
18-Nickon Tuesday mornings. d) likes reading sports news

F (complete the sentences with the correct word.

- 19- We get good from Tabriz.
(a- cheese b-sweet c-tea)
- 20- Good bananas come from of Iran.
(a-north b-south c-west)
- 21- Rasht is famous for its
(a-pistachio b-rice c-sweet)



22- We get good saffron from

(a-Ahwaz b-Tehran c-Ghayenat)

23- There are a lot of in the farm.

(a-cars b-sun flowers c-bridges)

24- Paria has got she should rest.

(a-the flu b-a toothache c-stomachache)

G) Read this text and select the best answer.

My name is Clara. I'm sixteen years old. My family and I live in Great Missenden. It is a big, clean and pretty village near London. My father is a fire fighter. He works at Tottenham Fire station in London. It is on 10 Seagrave Street. My mother is a nurse. She works in the Royal London Hospital on White Chapel Road. My parents work on shifts. My mother takes a bus to work, but my father drives to work.

25-Clara is years old.

a) 15 b) 17 c) 16 d) 18

26-They live in

a) Missenden b) London c) Tottenham d)White Chapel

27- is on 10 Seagrave Street.

a) The hospital b) The fire station c) Their house d) The bus station

28-Great Missenden is a

a) big city b)big village c)small city d) small village

Answer Sheet for Pretest/Posttest:

| | | | |
|----|----------|----|----------|
| 1 | b | 15 | c |
| 2 | c | 16 | a |
| 3 | a | 17 | b |
| 4 | d | 18 | d |
| 5 | c | 19 | a |
| 6 | d | 20 | b |
| 7 | a | 21 | b |
| 8 | b | 22 | c |
| 9 | c | 23 | b |
| 10 | c | 24 | a |
| 11 | b | 25 | c |
| 12 | c | 26 | a |
| 13 | a | 27 | b |
| 14 | b | 28 | b |

**APPENDIX C: SAMPLE OF QUESTIONNAIRE IN ENGLISH**

This questionnaire involves two kinds of questions. The questions (1-2-4-8-9-11-12-13-14-15-17-18-21-22-24-25) are students' perceptions and the questions (3-5-6-7-10-16-19-20) are the questions that related to students' self-monitor.

Strongly Agree (S.A), Agree (A), No. decided, Disagree (D), and Strongly Agree (S.D)

| No. | Learners' Reaction to the Effect of Portfolio Assessment on Reading Comprehension Ability | S.A | A | No. decided | D | SD |
|-----|---|-----|---|-------------|---|----|
| 1 | I have intimate knowledge of the definition of portfolio and its assessment in the classroom. | | | | | |
| 2 | The primary purpose of portfolio assessment is increasing reading abilities and comprehending different texts in a wide variety of subjects. | | | | | |
| 3 | My needs in improving and progress in different texts were obviated by portfolio assessment. | | | | | |
| 4 | Classroom activities were specially designed based on my needs and resolving my problems in improving my abilities in reading different texts. | | | | | |
| 5 | Portfolio is a collection which shows my progress, efforts, and also the rate of my success during a term. | | | | | |
| 6 | As an active learner, my progress was assessed during a term by my teacher and my-self. | | | | | |
| 7 | I observe my progress in different reading comprehension abilities from beginning to end. | | | | | |
| 8 | My vocabulary knowledge is increased by portfolio assessment and reading different texts in a wide variety of subjects. | | | | | |
| 9 | Compared with traditional methods and previous terms, learners' progress and improvement are more assessed in different times. | | | | | |
| 10 | According to successive assessment, portfolio assessment gives me more opportunities to check and eliminate my weak points in learning and improvement. | | | | | |
| 11 | Portfolio assessment provides perfect opportunities to collect and choose different texts. | | | | | |



| | | | | | | |
|----|---|--|--|--|--|--|
| 12 | Compared to traditional methods, I'm more satisfied with my final grade. | | | | | |
| 13 | My final grade clearly shows the effect of portfolio assessment on reading comprehension abilities. | | | | | |
| 14 | The significant effect of portfolio assessment on my final grade during a term highly motivates me to use portfolio assessment. | | | | | |
| 15 | By the use of portfolio, reading different texts are not as tedious and time-consuming as before. | | | | | |
| 16 | After familiarity with portfolio, compared to the previous terms I read different texts in a short time. | | | | | |
| 17 | Portfolio assessment increases my sense of competition. | | | | | |
| 18 | Portfolio assessment creates a sense of responsibility in my learning. | | | | | |
| 19 | Increasing sense of responsibility helps me to diagnose my weak points in learning process. | | | | | |
| 20 | I know all about my strength and weak points by portfolio assessment. | | | | | |
| 21 | I have a positive attitude towards portfolio assessment. | | | | | |
| 22 | Portfolio assessment is one of the highly effective methods. | | | | | |
| 23 | Carrying out portfolio studies show my real progress and also enhance my self-confidence. | | | | | |
| 24 | Learning and reading comprehension in different texts and subjects are more exciting for me by portfolio assessment. | | | | | |
| 25 | Applying different methods and skills increase my motivation and also motivate me to make tremendous efforts in learning English. | | | | | |