

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

The Study of Portfolio Assessment on EFL Students' English Reading

Chu- Hua Hsieh

Assistant Professor, Department of Applied English, I-Shou University, Taiwan

Abstract:

In Taiwan, English teachers usually use the traditional assessment to test the students' level of reading comprehension such as the traditional multiple-choice tests have been mainly adopted to evaluate students' reading ability and students are usually asked to answer the questions with "standard answers", rather than think over the questions critically and give responses rationally (Jasmine, 1992 & Yeh, 2000). A scholar pointed out portfolio is a tool of documenting students' academic accomplishments for examining students' knowledge (Meyer, 1992). Moreover, the portfolio assessment is almost used in English writing class (Tsai, 2005), but the studies of portfolio assessment on English reading are lacked. Teachers might notice that the procedure of students' learning and understand what problems or difficulties students could have about English learning. Some scholars indicated that one of advantages of portfolio assessment is to assist students to realize their own strengths and weaknesses in reading process (Cunningham, 1999). Therefore, the purpose of this study aimed to investigate the effects of portfolio assessment on students' English reading ability. The quantitative and qualitative research designs were applied in this study. The questionnaire focused on three aspects that are reflection of reading competence and reading portfolio assessment, the comparison between portfolio assessment and traditional assessment and a review of portfolio assessment. The participants of this study were 71 sophomores who are all English majors. Besides, ten students from 71 participants, were to be interviewed voluntarily. Instructional implications for EFL educator to apply effectively the portfolio assessment using in reading class are presented.

Keywords: Portfolio assessment, reading comprehension

1. Introduction

English is a Second language in Taiwan. The primary resources of students' English learning are from class. Taiwan government valued actively to promote students' English abilities and tried to carry out students' English abilities examinations (TOEFL). For aiming to the language learning, the four skills about listening, speaking, reading and writing are very important abilities to EFL students, especially reading is an indispensable skill (Zeng, 2006). Reading comprehension means readers understand the implication of gist between sentences and phases and estimate each point of view. (Carver, 1973). Bell and Perfetti (1994) indicated that vocabulary recognition is the major point of causing students' English reading difficulties. Dai (2003) pointed out that students with higher level of vocabulary recognition have higher score of reading comprehension test.

An assessment is another important issue for students in improving English ability. Most of teachers usually use the traditional assessment to test the students' degree of reading comprehension (Jasmine, 1992). For many years, the traditional multiple-choice tests have been mainly adopted to evaluate students in Taiwan (Chang, 2002). The students are usually asked to answer the questions with "standard answers", rather than think over the questions critically and give responses rationally. According to Mills (1989) "standardized test measures a narrow band of performance and trivialized the curriculum" (p.8). For breaking away from the limitation of tradition assessment, educators need to establish multiple assessments.

The multiple assessments contain performance assessment, alternative assessment, authentic assessment, portfolio assessment and dynamic assessment. In order to portfolio assessment emphasized that collecting data not only understand students' abilities but also observe the process of students' learning process (Cunningham, 1999). In addition, portfolio assessment can promote students' English competence and to understanding their own strengths and weaknesses. The researcher found the portfolio assessment is effective way for the vocational school to the English drama teaching (Liu, 2002) and the English writing class in senior high school (Tsai, 2005). Due to the studies of portfolio assessment on reading are rare; therefore, the purpose of this study was to investigate the effects of portfolio assessment on English reading class.

2. Literature Review

2.1. Reading Comprehension and Problem

Reading was the act of exploring and making meaning of written codes by picking up linguistic cues, retrieving background knowledge and guessing from the contexts (Chen, 2006). The researcher classified reading comprehension into three levels: literal, interpretive and applied (Vacca, 1989). First was the literal level, readers read the lines and get the purpose of authors' message only from prints. Second was the interpretive level, readers searched the conceptual complexity, combined information in the light of what students knew and made inferences implicit in the material. Third was the applied level, readers went beyond written codes, composite information to express opinion and drew additional insights and fresh ideas from content material.

Reading meant the process were fluent between readers and texts (Bell & Perfetti, 1994). However, in the English class, students would have the difficult problems of fluent reading. For examples, some students could not achieve mastery through a comprehensive study of reading. Some students just translated word by word and could not have fun with reading. The others could not understand the meaning of text and could not read by English. Therefore, the English teachers faced the one of challenges was guided students how to apply the skills and knowledge by mother tongue and developed the English vocabulary ability to increase the reading comprehension. Besides, English teachers should guide how to use the strategies successfully to handle the advancement (Bell & Perfetti, 1994). In these strategies, some strategies were collected to use in the reading classes. For the English second learning students, these strategies could help students more fluent, more effective (Scarcella & Oxford, 1992). Master (1998) had applied the strategy of portfolios assessment in the EFL students' writing class and EFL students' conversation class. The result was effective. In Taiwan, Chen (2000) was in the light of freshmen English writing class by portfolios assessment, the result of research found students considered portfolios assessment would give assistance to be better learners, readers, and writer. Xie (2000) applied the portfolios assessment in English teaching to the sixth grade, the result of research students considered the pressure decreased, the self-development increased, the confidence of learning and interests increased, the students' reflections and assessed each other also increased the learning effects.

2.2. Portfolio Assessment

A portfolio was a tool of documenting students' academic accomplishments. A portfolio had some functions of instruction and learning. First, a portfolio was a tool for examining students' knowledge (Meyer, 1992). Teachers might notice the procedure of students' learning and understand what problems or difficulties students could have about English learning. Also, teachers could gather the related data to students' learning, such as strengths and weaknesses of students' learning (Nolet, 1992).

Portfolios functions were a helpful tool to adjust a teacher's instruction to the specific learning needs of individual students. A portfolio offers teachers and students a method of implementing individualized learning. With portfolios, students were urged to improve the English reading ability. And teachers' instructional decisions were made based on the data collected from students' learning process. The decisions could be considered the cooperation between teachers and students to evaluate what was taught and learned (Ringler, 1992). In this way, students might have more independent thinking and become more self-critical. The use of portfolios provided a teacher-student conference for teachers and students in the classroom (Farr & Tone, 1998).

To have a good understanding of a portfolio was necessary to make clear of framework of a portfolio. According to Arter and Spandel (1992), a portfolio was a purposeful collection of works. For example, student portfolios were a purposeful collection of student works that narrate the students' efforts, progress, or achievement, including students' participation in the content of portfolios, the guidelines for selecting reading samples, the criteria for evaluating merits, and evidence of students' self-reflection. In addition, Nolet (1992) defined a portfolio as a collection of works that tested the quality, depth, and breadth of the individual works. In other words, a portfolio was described a file folder that consisted of different kinds of information of documented students' academic accomplishments. Moreover, Farr and Tone (1998) indicated language arts portfolios were collections of things that students did and information they used in doing the things. Furthermore, Valencia (1998) considered a portfolio was a purposeful collection of a range of student works and records of progress collected over time. In other words, composing a portfolio was as integrative process of assembling, exploring, and applying information to improve instruction and learning. To the format of a portfolio was varied by different instructional objects. The format of a portfolio included a file folder, scrapbook, paper box or binder. The final decision was made by what was being contained in the portfolios and for how long the researchers might be used (Fischer & King, 1995). In other words, teachers had to consider what should be included in the portfolios, how long students would compose the portfolios, and whether or not students wanted to leave enough room in students' portfolios, but the format must be workable between teachers and students.

The portfolio assessment was one of the multiple assessments. Though it was used in only a few settings, it is widely adopted because of its several strengths. So, more and more teachers have employed the portfolio assessment in reading class (Chung, 2002). Portfolios were explained by the English dictionary that the briefcase to use of conserving the filler for a loose-leaf binder, documents, pictures and so on (Xu & Liu, 2001). Wu (1995) considered the meaning of portfolios assessment was every student had a portfolio to collect the data of student, and not only a unit of class but also the individual for behaving the individual learning process. For an example to learn English, Yeh (2001a) considered that importance and representative language ability in the process of student individual English learning compiled the continued and accumulated language developing records. On the other hand, according to Simon and Forgette (2000)

defined the portfolio assessment that students combined the specific frame and thinking to judge the development of specific ability.

2.3. *The Use of Portfolio Assessment*

For helping the learning development, Master (1998) fought portfolios assessment could assist the students to develop learning the ways of second language, and students more and more had the speech bravely in the class and out of the class. The biggest profit of carrying out portfolio assessment was given students the adequate leading role, and made students participate, decide and self-criticism the learning process and patterns of portfolios (Chen, 1999).

Kish, Sheeham, Cole, Struyk and Kinder (1997) thought portfolios assessment could encourage students to reflect and think and self-assessment. In order to portfolios assessment displayed that students had the data of organization, from the content could reflect, promote, and report the great number of students' thinking. And students needed to analyze the data and thought; therefore, the process could promote the thinking and self-assessment ability (Farr & Tone, 1998).

Gardner had the theory of diversified intelligence to mean everyone all had the eight intelligences at least, and this wisdom could pass through the suitable environment, opportunity, guide and encouragement to reach the quite development (Ding, 1998). Portfolios assessment had the diversified specialty (Lu, 2001), in the process of portfolios assessment students should have thinking, reflection, and self-assessment, therefore, for helping inspiring students' reflection intelligences: the process of the same generations assessed each other and the interaction discussion between teachers and students to open and enlighten the relationships, and the ways of display needed the actions of words, designs and arrangement could help the development of language intelligences, logic mathematics and space of intelligences.

Portfolios assessment looked after both sides the process and the result and attached importance to students' reflection and a stage of thinking abilities, therefore, portfolios assessment offered students more abundant, real and effective assessment (Calfee & Perfumo, 1999).

For developing the function of portfolios assessment effectively, Herman, Aschbacher and Winters (1992) brought up the three points for attention to offer the reference to students to carry out portfolio assessment: (1) The goal of portfolios had to described clearly. (2) The options required to explain moreover. (3) The standard of portfolios should have as the boundary. The three points had the key of designing and carrying out, and teachers needed to draw up clearly to make students finding the policy. And then students would develop the originality and the organization of independence spirit.

Before carrying out portfolio assessment, teachers should full of substance the original knowledge and notice the importance of students' training. If students did not know why to learn the key point, contrarily portfolios assessment would become the formality (Xu & Liu, 2001). Therefore, when Master went into portfolios assessment, Master could use the time to discuss the displaying methods and connotation and guide with students, if students lacked the rules and assistance, students could not become the self assessors (Master, 1998).

In a word, before carrying out portfolio assessment, teachers should full of substance the knowledge, and then explained clearly the goal, options and the standard of portfolios. For making students to find the direction, not as bad as all that students loose into the data, proceed to the next step developing the originality, thought, judgments and reflections to play the learners' role and to learn actively.

There were two sides to one coin everything, a better system or method also had the defects, although portfolios assessment was provided with many functions, portfolios assessment still overcome the defects. First, the progress of assessment was controlled by the grader, so the grade was objective agreed by the grader (Meltzer & Reid, 1994), or more than protected students to make teachers lose the objective (Nidde & McGerald, 1997), furthermore, portfolios assessment should support to improve from the beforehand drawing up grade rules (Xu & Liu, 2001). Second, portfolios assessment quite wasted time (Nidds & McGerald, 1997), no matter planed the actions, designed the rules or graded all wasted time.

3. Methodology

The mixed-method research design was applied in this study. The questionnaire aimed to investigate the effect of portfolio assessment in English Reading. The interview questions were to investigate the students' perspective of portfolio assessment in English reading class according to their learning experiences.

The population of this study consisted of all full-time sophomore, EFL college students at Kaohsiung, Taiwan. The participants were 71 college students who taking reading class.

3.1. *Instrument*

This instrument was developed from the questionnaires employed by Pan (2001), Tsai (2005). The reading test General English Proficiency Test (GEPT) is intermediate degree in pre-test and pro-test. Following ten questions was about personal information, and the questionnaire consisted of three major parts: (1) the students' self-reflections forms of reading portfolio assessment and reading ability (2) The Contrast with portfolio assessment and traditional assessment (3) the students' self-criticisms forms of reading portfolio assessment. The questionnaires consist of a 5-point scale, and ranges from 1 (Strongly agree), 2 (Agree), 3 (Neutral), 4 (Disagree) to 5 (Strongly disagree). There are 48 questions in total, including 10 personal information questions, 35 multiple choice questions and 3 open-ended questions. The questionnaire was provided in Chinese version. The interview has 7 questions were from the questionnaires.

4. Results and Data Analysis

4.1. Quantitative Analysis

Due to understand the degree of students' reading ability, the pre-test was used in reading class before carrying out portfolio assessment. 40.3% of the learners are under sixty scores; 37.5% of the learners were sixty to sixty-nine scores; 5.6% of the learners were seventy to seventy-nine scores; 8.3% of the learners were eighty to eighty-nine scores; only 4.2% of the learners were ninety to one hundred scores.

There were 71 questionnaires but only 62 questionnaires were returned. The variables related to students, the basic information was collected from learners showed 20 learners were male and 40 learners were female. 7 have learned English for 3-6 years; 8 have learned English for 7 years; 9 have learned English for 8 years; 6 have learned English for 9 years; 17 have learned English for 10 years; and 15 have learned English for over 10 years.

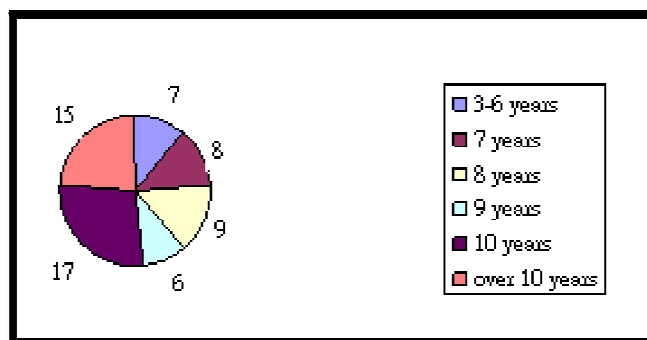


Figure 1: How Long the Participants Have Been Learning English

Also, 58 learners felt reading ability were important in English learning but only 4 felt reading ability was neutral in English learning. In addition to the courses and homework, 46 could study English extra-curricular; but 16 could not study English extra-curricular.

Moreover 7 spent half hour to practice English reading in a week, 20 spent one hour to practice English reading in a week, and 8 spent one and half hours to practice English reading, and 27 spent over two hours to practice English reading in a week.

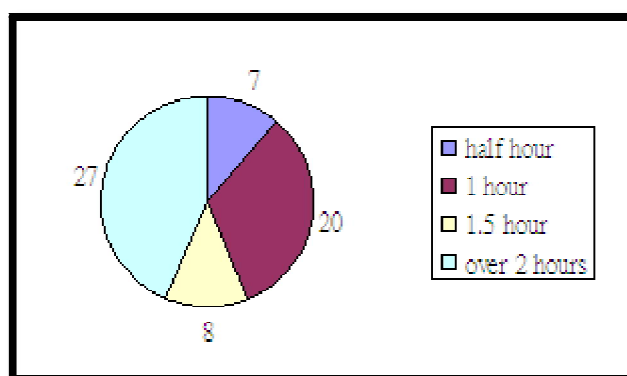


Figure 2: How Many Hours in a Week Did the Participants Spend In English Reading

54.8% of the learners spent one to two hours to finish the portfolios assessment; 21% of the learners spent two to three hours to finish the portfolio assessment; and 9.7% of the learners to finish the portfolio assessment. According to the data analysis, 46.8% of the learners thought the degree of portfolio assessment are difficult; therefore, 64.5% of the learners felt that the portfolio assessment is load. In a word, if learners have a choice to do the portfolio assessment, 33.9% of the learners still choose the reading part; 24.2% of the learners choose the writing part; 16.1% of the learners choose the speaking part; 17.7 of the learners choose the vocabulary part; 6.5% of the learners choose the grammar part; only 1.6% of the learners choose the listening part.

The first part of this questionnaire focused on the reasons of college students' self-reflections on reading ability and portfolio assessment. There are 95.1% of the learners who agreed in Item 1 that they consider that reading is useful to promote the reading ability; only 1.6% of the learners who considered that reading is not useful to promote the reading ability and Std. Deviation is .630 that means most of the learners who choose agree. In second question, 54.9% of the learners agree after carrying out the portfolio assessment, they are not afraid of reading and Std. Deviation is .979 that means that means there are some of the learners who choose agree and also some of the learners who choose disagree. In the third question, 69.3% of the learners considered after carrying out the portfolio assessment, they learned how to read

and summary an article and Std. Deviation is .821 that means most of the learners who choose agree. In the fourth question, 64.6% of the learners considered after carrying out the portfolio assessment, they learned how to find a data to complete the content and Std. Deviation is .824 that means that means most of the learners who choose agree. In the fifth question, 62.9% of the learners considered after carrying out the portfolio assessment, they could express their thought by English and Std. Deviation is .714 that means most of the learners who choose agree. In the sixth question, 66.1% of the learners considered after carrying out the portfolio assessment, their organization and logic of an article are better and Std. Deviation is .843 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In seventh question, 61.3% of the learners considered after carrying out the portfolio assessment, their reading ability are better and Std. Deviation is .821 that means most of the learners who choose agree.

Survey Items	Frequencies						Mean	Std. Deviation
	SA*	A	N	D	SD	Total		
1. Reading is useful to promote the reading ability.	26	33	2	1	0	62(P)	1.65	.630
	41.9(%)	53.2(%)	3.2(%)	1.6(%)	0.0(%)	100.0(%)		
2. After carrying out the portfolio assessment, I am not afraid of reading.	5	29	13	14	1	62(P)	2.63	.979
	8.1(%)	46.8(%)	21.0(%)	22.6(%)	1.6(%)	100.0(%)		
3. After carrying out the portfolio assessment, I learned how to read and summary an article.	2	41	12	5	2	62(P)	2.42	.821
	3.2(%)	66.1(%)	19.4(%)	8.1(%)	3.2(%)	100.0(%)		
4. After carrying out the portfolio assessment, I learned how to find a data to complete the content.	4	36	14	6	1	61(P)	2.41	.824
	6.5(%)	58.1(%)	22.6(%)	9.7(%)	1.6(%)	98.4(%)		
5. After carrying out the portfolio assessment, I could express my thought by English.	2	37	19	3	1	62(P)	2.42	.714
	3.2(%)	59.7(%)	30.6(%)	4.8(%)	1.6(%)	100.0(%)		
6. After carrying out the portfolio assessment, my organization and logic of an article are better.	3	38	12	8	1	62(P)	2.45	.843
	4.8(%)	61.3(%)	19.4(%)	12.9(%)	1.6(%)	100.0(%)		
7. After carrying out the portfolio assessment, my reading ability is better.	5	33	18	5	1	62(P)	2.42	.821
	8.1(%)	53.2(%)	29.0(%)	8.1(%)	1.6(%)	100.0(%)		

Table 1: The Students' Self-Reflections Forms of Reading Portfolio Assessment and Reading Ability
Code: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD), People (P)

The second part was focused on the contrast with portfolio assessment and traditional assessment. In eighth question, 64.5% of the learners considered that teachers used the way of score table and reviews are better than just giving scores and Std. Deviation is .857 that means most of the learners who choose agree. In ninth question, 74.2% of learners considered that the portfolio assessment has more chances to use English than traditional paper-pencil quizzes and Std. Deviation is .758 that means most of the learners who choose agree. In tenth question, 61.3% of the learners considered that the portfolio assessment has less pressures of the test than traditional paper-pencil quizzes and Std. Deviation is .983 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In eleventh question, 67.8% of the learners considered that the portfolio assessment has better learning effects and deep impressions than traditional paper-pencil quizzes and Std. Deviation is .891 that means most of the learners who choose agree. In twelfth question, 62.9% of learners considered that they approve of the portfolio assessment replace with test papers and Std. Deviation is 1.012 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In thirteenth question, 66.2% of the learners considered that they understand their reading advantages and disadvantages through the process of portfolio assessment and Std. Deviation is .832 that means most of the learners who choose agree.

Survey Items	Frequencies							
	SA*	A	N	D	SD	Total	Mean	Std. Deviation
8. Teachers used the way of grade forms and reviews are better than just giving scores.	10	30	16	6	0	62(P)	2.29	.857
	16.1(%)	48.4(%)	25.8(%)	9.7(%)	0.0(%)	100.0(%)		
9. The portfolio assessment has more chances to use English than traditional paper-and-pencil.	9	37	12	4	0	62(P)	2.18	.758
	14.5(%)	59.7(%)	19.4(%)	6.5(%)	0.0(%)	100.0(%)		
10. The portfolio assessment has less pressures of the test than traditional paper-and-pencil.	10	28	14	9	1	62(P)	2.40	.983
	16.1(%)	45.2(%)	22.6(%)	14.5(%)	1.6(%)	100.0(%)		
11. The portfolio assessment has better learning effects and deep impressions than traditional paper-and-pencil.	7	35	10	10	0	62(P)	2.37	.891
	11.3(%)	56.5(%)	16.1(%)	16.1(%)	0.0(%)	100.0(%)		
12. I approve of the portfolio assessment replace with test papers.	12	27	11	12	0	62(P)	2.37	1.012
	19.4(%)	43.5(%)	17.7(%)	19.4(%)	0.0(%)	100.0(%)		
13. I understand my reading advantages and disadvantages through the process of portfolio assessment.	6	35	15	5	1	62(P)	2.35	.832
	9.7(%)	56.5(%)	24.2(%)	8.1(%)	1.6(%)	100.0(%)		

Table 2: The Contrast with Portfolio Assessment and Traditional Assessment
Code: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (Sd), People (P)

The third part is focused on students' self-criticisms of portfolio assessments. In fourteenth question, 58% of the learners considered that they have handed in late or never handed in the homework and Std. Deviation is 1.336 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In fifteenth question, 72.5% of the learners considered that they could hand in the make-up homework and Std. Deviation is 1.143 that

means there are some of the learners who choose agree and also some of the learners who choose disagree. In sixteenth question, 62.9% of the learners did not consider that they don't like to hand in the make-up homework because they are not interested in English and Std. Deviation is .962 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In seventeenth question, 62.9% of the learners did not consider that they don't like to hand in the make-up homework because doing homework is not useful to English reading and Std. Deviation is .998 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In eighteenth question, 67.7% of the learners did not consider that they don't like to hand in the make-up homework because the rate of results is low and Std. Deviation is .865 that means that means most of the learners who choose disagree. In nineteenth question, there are 41.9% of the learners disagree that they don't like to hand in the make-up homework because doing the fixed homework; 35.4% of the learners agree that they don't like to hand in the make-up homework because doing the fixed homework and Std. Deviation is 1.162 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In twentieth question, there are 69.4% of the learners did not consider that they don't like to hand in the make-up homework because not care about the scores and Std. Deviation is 1.094 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In twenty-first question, there are 64.5% of the learners consider that If they are not good in the homework, they want to try it again and Std. Deviation is 1.073 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In twenty-second question, there are 38.8% of the learners who agree they want to do the homework again because they are interested in English reading; 32.2% of the learners who disagree that they want to do the homework again because they are interested in English reading and Std. Deviation is .977 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In twenty-third question, 35.5 of the learners who choose neutral that they want to do the homework again because they like to do the appointed homework and Std. Deviation is .997 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In twenty-fourth question, 51.6% of the learners who consider that they want to do the homework again because they want to promote the English reading ability and Std. Deviation is 1.071 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In twenty-fifth question, there are 71% of the learners consider that they want to do the homework again because they want to get better scores and Std. Deviation is .877 that means most of the learners who choose agree. In twenty-sixth question, there are 75.9% of the learners consider that they want to do the homework again because they want to have the better representations and Std. Deviation is .791 that means most of the learners who choose agree. In twenty-seventh question, there are 90.3% of the learners consider that they want to do the homework again because they want to have the better representations and Std. Deviation is .646 that means most of the learners who choose agree. In twenty-eighth question, 53.2% of the learners consider that they are attentive to do the portfolio assessment and Std. Deviation is .862 that means most of the learners who choose agree. In twenty-ninth question, there are 38.7% of the learners did not consider that they think the design of portfolio assessment could help them learn English and Std. Deviation is 1.032 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In thirtieth question, 67.8% of the learners consider that they think to do portfolio assessment is interested and Std. Deviation is .805 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In third-fired question, 61.9% of the learners consider that they think the way of portfolio assessment could promote them in English learning and Std. Deviation is .919 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In thirty-second question, there are 59.7% of the learners consider that they think their reading abilities are better and Std. Deviation is .803 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In thirty-third question, there are 43.5% of the learners who consider that they think they got enough feedback or suggestions and Std. Deviation is .946 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In thirty-fourth question, there are 33.8% of the learners who consider that they are satisfied in their scores and Std. Deviation is .940 that means there are some of the learners who choose agree and also some of the learners who choose disagree. In thirty-fifth question, there are 66.2% of the learners consider that If the homework is a competition, they will do it more attentive and Std. Deviation is .957 that means there are some of the learners who choose agree and also some of the learners who choose disagree.

Survey Items	Frequencies						Mean	Std. Deviation
	SA*	A	N	D	SD	Total		
14. You have handed in late or never handed in the homework	9	27	4	13	9	62(P)	2.77	1.336
	14.5(%)	43.5(%)	6.5(%)	21.0(%)	14.5(%)	100.0(%)		
15. You could hand in the make-up homework.	18	27	8	5	4	62(P)	2.19	1.143
	29.0(%)	43.5(%)	12.9(%)	8.1(%)	6.5(%)	100.0(%)		
16 You don't like to hand in the make-up homework because you are not interested in English.	0	7	16	26	13	62(P)	3.73	.962
	0.0(%)	11.3(%)	25.8(%)	41.9(%)	21.0(%)	100.0(%)		
17. You don't like to hand in the make-up homework because doing homework is not useful to English reading.	1	8	17	24	12	62(P)	3.61	.998
	1.6(%)	12.9(%)	27.4(%)	38.7(%)	19.4(%)	100.0(%)		
18. You don't like to hand in the make-up homework because the rate of results is low.	0	4	16	27	15	62(P)	3.85	.865
	0.0(%)	6.5(%)	25.8(%)	43.5(%)	24.2(%)	100.0(%)		
19. You don't like to hand in the make-up homework because doing the fixed homework.	3	19	14	17	9	62(P)	3.16	1.162
	4.8(%)	30.6(%)	22.6(%)	27.4(%)	14.5(%)	100.0(%)		
20. You don't like to hand in the make-up homework because not care about the scores.	2	6	11	22	21	62(P)	3.87	1.094
	3.2(%)	9.7(%)	17.7(%)	35.5(%)	33.9(%)	100.0(%)		
21. If you are not good in the homework, you want to try it again.	13	27	11	9	2	62(P)	2.35	1.073
	21.0(%)	43.5(%)	17.7(%)	14.5(%)	3.2(%)	100.0(%)		
22 You want to do the homework again because you are interested in English reading	4	20	18	19	1	62(P)	2.89	.977
	6.5(%)	32.3(%)	29.0(%)	30.6(%)	1.6(%)	100.0(%)		
23. You want to do the homework again because you like to do the appointed homework.	5	16	22	17	2	62(P)	2.92	.997
	8.1(%)	25.8(%)	35.5(%)	27.4(%)	3.2(%)	100.0(%)		
24. You want to do the homework again because you want to promote the English reading ability.	8	24	18	10	2	62(P)	2.58	1.017
	12.9(%)	38.7(%)	29.0(%)	16.1(%)	3.2(%)	100.0(%)		
25. You want to do the homework again because you want to get better scores.	15	29	13	5	0	62(P)	2.13	.877
	24.2(%)	46.8(%)	21.0(%)	8.1(%)	0.0(%)	100.0(%)		
26. You want to do the homework again because you want to have the better representations.	12	35	11	4	0	62(P)	2.11	.791
	19.4(%)	56.5(%)	17.7(%)	6.5(%)	0.0(%)	100.0(%)		
27. You could refer to the last homework and improve the next one.	14	42	4	2	0	62(P)	1.90	.646
	22.6(%)	67.7(%)	6.5(%)	3.2(%)	0.0(%)	100.0(%)		
28. You are attentive to do the portfolio assessment.	8	25	22	6	1	62(P)	2.45	.862
	12.9(%)	40.3(%)	35.5(%)	9.7(%)	1.6(%)	100.0(%)		
29. You think the design of portfolio assessment could help you learn English.	3	15	20	19	5	62(P)	3.13	1.032
	4.8(%)	24.2(%)	32.3(%)	30.6(%)	8.1(%)	100.0(%)		
30. You think to do portfolio assessment is interested.	6	36	15	4	1	62(P)	2.32	.805
	9.7(%)	58.1(%)	24.2(%)	6.5(%)	1.6(%)	100.0(%)		

Survey Items	Frequencies						Mean	Std. Deviation
	SA*	A	N	D	SD	Total		
31. You think the way of portfolio assessment could promote you in English learning.	5	33	15	7	2	62(P)	2.48	.919
	8.1(%)	53.2(%)	24.2(%)	11.3(%)	3.2(%)	100.0(%)		
32. You think your reading ability is better.	4	33	19	5	1	62(P)	2.45	.803
	6.5(%)	53.2(%)	30.6(%)	8.1(%)	1.6(%)	100.0(%)		
33. You think you got enough feedback or suggestions.	2	25	20	11	3	62(P)	2.80	.946
	3.2(%)	40.3(%)	32.3(%)	17.7(%)	4.8(%)	100.0(%)		
34. You are satisfied in your scores.	2	19	23	15	3	62(P)	2.97	.940
	3.2(%)	30.6(%)	37.1(%)	24.2(%)	4.8(%)	100.0(%)		
35. If the homework is a competition, you will do it more attentive.	13	28	14	6	1	62(P)	2.26	.957
	21.0(%)	45.2(%)	22.6(%)	9.7(%)	1.6(%)	100.0(%)		

Table 3: Students' Self-Criticisms of Portfolio Assessments

*Code: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (Sd), People (P)

Furthermore, the data of pro-test showed 38.9% of the learners are under 60 scores; 26.4% of the learners are 60 to 69 scores; 12.5% of the learners are 70-79 scores; 8.3% of the learners are 80-89 scores; only 1.3% of the learners are 90-100 scores.

4.2. Qualitative Analysis

There were seven questions in the interview and ten interviewees, moreover this part focused on students' self-reflections, the contrast with portfolio assessment and traditional assessment and students' self-criticisms of portfolio assessments. In first question, there are 70% of the learners who consider that portfolio assessment is a good way to promote students' reading ability because of portfolio assessment is easy to organize key points and review the chapters to understand each phrase clearly; 30% of the learners did not considered that portfolio assessment is a good way to promote students' reading ability because of portfolio is just a homework and if they have a book, they do not spend time to do a portfolio. In second question, there are 70% of the learners who considered that portfolio assessment has more chances to use English than traditional paper-and-pencil quizzes because of the content of traditional paper-and-pencil all use standard answers to make students understand an article, portfolio assessment is more flexible to use own words to express the thought about an article; 30% of the learners did consider that portfolio assessment has more chances to use English than traditional paper-and-pencil because of students would like to copy the homework each other, and the pressure of scores could affect students' thought. In third question, there are 70% of the learners who consider that teachers use the way of grade forms is better than the way of just giving scores because of the way of grade forms is quick to know students' reading weakness, but the way of just giving scores is rigid; 30% of the learners who did not consider that the way of grade forms is better than the way of just giving scores because of portfolio is unfair due to no standard answers. In fourth question, 60% of the learners think their reading strength focused on finding key words through using portfolio assessment; 30% of the learners think their reading strength focused on organizing articles through using portfolio assessment; only 10% of the learners think their reading strength focused on note-taking through using portfolio assessment. Besides, 70% of the learners think their reading weakness is vocabularies lacked through using portfolio assessment; 30% of the learners think their reading weakness is that they could not catch points of an article through using portfolio assessment. In fifth question, 80% of the learners think the strengths of portfolio assessment are easy to organize key points and review the chapters; 10% of the learners think the strength of portfolio assessment is the reading speed become quickly; 10% of the learners think portfolio assessment has no strength. In sixth question, there 60% of the learners think the weakness of portfolio assessment is spending too much time; 10% of the learners think the weakness of portfolio assessment is spending too much money; 10% of the learners think the weakness of portfolio assessment is that the samples in a book are not enough so they did not know how to do; 10% of the learners think the weakness of portfolio assessment is the process is too complex; 10% of the learners think the weakness of portfolio assessment is they just know the meaning of portfolio, but not understand the real implication behind the portfolio. In the last question, the suggestions for portfolio assessment are the content could be easy and less; teachers could have a clear direction such as the direction of vocabulary; the population could be less because too many people would have adverse effect.

5. Discussion and Conclusion

The purposes of this study were to investigate how portfolio assessment can increase students' reading ability and to survey the students' responses to portfolio assessment after the study. Furthermore, the use of portfolio assessment as an alternative to traditional paper-and-pencil quizzes is discussed.

Based on the students' answer in the returned questionnaires, students appeared to be more enthusiastic and constructive in motivation and learning attitude in English reading; students gained confidence and ability in English reading. According to Arter and Spandel (1992), a portfolio was a purposeful collection of works. Their ability in finding

reading ideas, researching information, and conveying thoughts smoothly, organizing key points, finding key words had improved noticeably.

Student took more responsibility for their learning and assessment, since they could express their own words, through self-reflections, the contrast portfolio assessment with traditional paper-and pencil quizzes and self-criticisms, students learned how to express their thoughts.

Students were worried that the time and effort they spent too much in compiling portfolio collection; therefore, Niddle and McGerald considered that portfolios assessment quite wasted time(1997) and have no standard answers, students also pointed the fairness and objectiveness of the scoring system in the portfolio assessment, according to Meltzer and Reid First, the progress of assessment was controlled by the grader, so the grade was objective agreed by the grader (1994), or more than protected students to make teachers lose the objective (Nidds & McGerald, 1997).

Some students found it difficult to compile a portfolio, and felt frustration.

Although they felt more confident of reading, they were not sure they had the ability to score themselves properly.

Most of students approved that portfolio assessment replace with traditional paper-and pencil quizzes. According to them, portfolio assessment gave them more chances to use English than traditional assessment. Furthermore, students showed less pressure with portfolio assessment than with traditional paper-and-pencil tests. According to Mills (1989), "standardized test measures a narrow band of performance and trivialized the curriculum" (p.8).

Wu (1998) pointed out students' exam scores are often in comparison with other students. Some students thought they would not perform well in formal examinations, since they felt little pressure related to test and scores. Wu (1998) points out students' exam scores are often in comparison with other students. In order to help students get higher scores, most of the teachers use entrance examinations as guidelines to teach and to assess their students. The contents of the tests are far from objective of the course and focus too much on knowledge memorizing. Learning process and attitudes are neglected, and only the results of the tests are emphasized.

6. References

- i. Arter, J. A., & Spandel, V. (1992). Using portfolios of student work in instruction and assessment. *Educational Measurement: Issues and Practices*, 11(1), 36-43.
- ii. Bell, L. C., & Perfetti, C. A. (1994). Reading skills: Some adult comparisons. *Journal of Educational Psychology*, 86, 244-255.
- iii. Calfee, L. & Perfumo, P. (1993). Student portfolios: Opportunities for a revolution in assessment. *Journal of Reading*, 36, 532-537.
- v. Carver, R. P. (1973). Reading as reasoning: Implications for measurement. In W. H. MacGinitie (Ed.), *Assessment problems in reading*. Newark, DE: International Reading Association.
- vi. Chen, Y. (2000) Learning writing as writers: A portfolio writing curriculum for EFL university first-year students. In *Proceedings of the seventeenth Conference on English teaching and learning in the Republic of China*. (pp.294-309). Taipei: Crane Publishing Co., LTD.
- vii. Cheryal, F. F. & Rita, M. K. (1995). *Authentic Assessment: A Guide to Implementation*. Corwin Press Inc.
- viii. Cohen, L. G. & Spenciner, L. J. (1998). *Assessment of children and youth*. New York: Logman.
- ix. Cunningham, G. K. (1999). *Assessment in classroom: Constructing and interpreting texts*. London: Falmer Press.
- x. Farr, R., & Tone, B. (1998). *Portfolio and performance assessment: Helping students evaluate their progress as readers and writers*. Orlando, Florida: Harcourt Brace & Company.
- xi. Fischer, C. F., & King, R. M. (1995). *Authentic Assessment: A guide to implementation*. Thousands of Oaks, CA: Corwin Press, Inc.
- xii. Jasmine, J. (1992). *Portfolio assessment for your whole language classroom*. Huntington Beach, CA. Teacher Created Materials. Inc.
- xiii. Kish, C. K., Sheeham, J. K., Cole, K. B., Struyk, L. R., Kinder, D. (1997). *Portfolio in the classroom for young children*. Little Rock, Ar.: Southern Association of Children Under Six.
- xiv. Master, E. (1998). The use of portfolios in ESL conversation classes. *Clearing House*, 71 (3), 132-133.
- xv. Meltzer, L. & Reid, D. K. (1994). New directions in the assessment of students with special needs. *The Shift Journal of Special Education*, 28 (3), 338-355.
- xvi. Meyer, C. A. (1992). What's the difference between authentic and performance assessment? *Educational Leadership*, 49(8), 39-40.
- xvii. Mills, R. (1989). Portfolios capture rich array of student performance. *The School Administrator*, 12 (2), 8-11.
- xviii. Nidds, John A. & McGerald, J. (1997). How functional is portfolio assessment anyway? *Education Digest*, 62 (5), 47-50.
- xix. Nolet, V. (1992). Classroom-based measurement and portfolio assessment. *Diagnostique*, 18(1), 5-26.
- xx. Ringler, L. (1992). Forward. In A. A. DeFire (Ed.), *Portfolio assessment: Getting started* (p.9). New York: Scholastic.
- xxi. Scarcella, R., and R. Oxford (1992). *The Tapestry of Language Learning*. Boston, MA: Heinle & Heinle,1992
- xxii. Simon, M., & Forgett-Giroux, R. (2000). Impact of a content selection framework on portfolio assessment at the classroom level. *Assessment in Education: principles, Policy and Practice*, 7, 1, 83-101.
- xxiii. Tsai, (2005). A Study on Implementing Writing Portfolio in EFL Classroom in Senior High.
- xxiv. Vacca, R. T., & Vacca, J. L. (1989). Recognizing and using text organization.
- xxv. Valencia, S. W. (1998). Why portfolios? Assessment principles and a portfolio definition. In S. W. Valencia (Ed), *Literacy portfolios in action* (pp.1-27). Orlando, Florida: Harcourt Brace & Company.
- xxvi. Yeh, H. N. (2000). Implementation of English portfolio assessment in primary and junior schools. *Journal of Caves English Teaching (CEF)*, 30, 11-14.