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MENCIÓN INGLÉS

**The use of portfolios to assess student's learning in EFL classrooms of the
city of Loja.**

TRABAJO DE TITULACIÓN

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Septiembre, 2016

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Magister.

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DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de titulación: The use of portfolios to assess student's learning in EFL classrooms of the city of Loja realizado por Quezada López Byron Emmanuel y Calderón Eras Pablo Adrián, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, junio 2016

f)

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“Nosotros, Quezada López Byron Emmanuel y Calderón Eras Pablo Adrián declaramos ser autores del presente trabajo de titulación: The use of portfolios to assess student’s learning in EFL classrooms of the city of Loja, de la Titulación de Ciencias de la Educación mención Inglés, siendo Morocho Cuenca Elsa Liria, directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certificamos que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de nuestra exclusiva responsabilidad.

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DEDICATION

I dedicate this research to God, my parents who have supported me, guided me and taught me all values, which have helped me to become a great person; they have told me that I can do everything that I want if I do it with effort. I also dedicate this research to my teachers who told me that accomplishing a goal does not have boundaries.

Byron Emmanuel Quezada López

I dedicate this research study to God, who has helped me to achieve my goals, to Martin Nicolas, my son, who has been the inspiration source and my wife Mayra, who has encouraged me to be a good person and student. I also dedicate it, to my father and mother who supported me during this hard way and never let me give up.

Pablo Adrián Calderón Eras

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ABSTRACT

This present research called “The use of portfolio to assess students learning in EFL classrooms of the city of Loja” has the purpose to identify whether or not use the portfolio strategy to assess their students in classrooms.

The methods used in this study were the quantitative and the qualitative methods. The questionnaires were administered to a sample of 67 students and 20 teachers in 5 educational institutions and 2 English institutes of the city of Loja. Some of the data was gathered from portfolios developed by the students. The questions of the surveys were open-ended and close-up questions which helped us to develop our research.

As a general conclusion, it is evident that most of the teachers do not use the portfolio in English classes to assess students learning although they are aware what a portfolio is, they do not use it due to different factors, such as: lack of time and amount of portfolios. Consequently, a portfolio as an assessment tool is not widely used in the city of Loja because teachers and students still use the traditional system of evaluation.

Key Words: portfolio, assessment tool, EFL classes, teachers, students.

RESUMEN

La presente investigación está enfocada en cómo los profesores aplican el portafolio como herramienta de evaluación de conocimientos en estudiantes del idioma Inglés como lengua extranjera en escuelas y colegios de la ciudad de Loja. El propósito de esta investigación es de identificar si los profesores utilizan el portafolio como estrategia de evaluación de conocimientos en clases de Inglés.

Los métodos utilizados en este estudio fueron el método cuantitativo y el método cualitativo. Los cuestionarios fueron administrados a una muestra de 67 estudiantes y 20 docentes en 5 colegios tanto públicos como privados y en 2 institutos de inglés de la ciudad de Loja. La información fue obtenida de encuestas y portafolios desarrollados por los estudiantes. Las preguntas de las encuestas fueron preguntas abiertas y cerradas las cuales sirvieron para sustentar los resultados obtenidos de los profesores y estudiantes.

Estos resultados demuestran evidencia de que la mayoría de los profesores no usan el portafolio en clases de Inglés. De igual manera, muchos de los mismos conocen que es un portafolio pero ellos no lo ocupan por diferentes factores tales como: falta de tiempo, cantidad de alumnos a evaluar y contenidos del portafolio. Consecuentemente, el uso del portafolio como herramienta de evaluación no es ampliamente usado en la ciudad de Loja ya que tanto profesores como estudiantes aún se rigen por el uso de evaluación tradicional.

Palabras clave: portafolio, herramienta de evaluación, clases de inglés como lengua extranjera, profesores, estudiantes.

INTRODUCTION

Portfolios are a form of alternative assessment in which a student's progress is measured over a period of time in various language learning contexts. The use of portfolio is becoming an authentic assessment tool for many teachers. However, it is a new and unknown one for them.

For this reason, it is important to investigate the following topic: "The use of portfolios to assess student's learning in EFL classrooms of the city of Loja", which is aimed at determining whether or not English teachers use this assessment tool to evaluate the English knowledge of students. The present research is focused on answering the following questions: What is the purpose of using of the portfolio? Do English teachers use portfolios to assess students' knowledge in their classrooms? How teachers use a portfolio in their English classes? How often the portfolio is checked by teachers?

Previous studies have been conducted in order to be aware on how the portfolio is used as an assessment tool in English classrooms.

An interesting study was conducted by Mokhtari (2014), which aimed at giving support to teachers advocating greater use of portfolios in educational programs as alternatives to standardized tests. The limitation for this study was the poor relationship between teachers' attitudes toward portfolio assessment and the use of portfolio in their own classrooms.

Another important study was the one conducted by Rochelle (2008), which was aimed at answering the following questions: (1) what language problems of the students were addressed that can make portfolio assessment an effective tool in students' self-evaluation? (2) how did the portfolio assessment evaluation help the students develop their communicative competencies in the course?. Regarding to this study, there was not any limitation due to students were able to identify some language problems they had.

Finally, the study carried out by Chen (2002), was aimed at answering the following questions: What are students' perceptions of the portfolio system? What are teachers' observations of its effect on student learning? What are the problems emerging during the implementation process? What are the approaches adopted to tackle the problems?. Certain limitations were noteworthy prior to generalizing these findings to the junior high EFL population at large.

The present research will benefit teachers and students who are interested in knowing the importance of the portfolio as an assessment tool in EFL classrooms. It will give them the idea on how the portfolio might be used and its advantages.

Actually, any limitations were found when developing this research.

METHOD

Setting and participants

This research was developed in private, public high schools and English institutes in the city of Loja. Seven courses were selected to apply the surveys for this study.

The population to apply the surveys were male and female teenagers constituted of 67 students from 8th grade of Basic Education to 2nd senior whose age ranged from 13 to 17 years old. These students are in the beginning English level. Additionally, 20 teachers with teaching experience around 4 to 15 years were chosen to apply the surveys.

Procedure

In the present research, the qualitative and quantitative approach were used through the use of questionnaires, which were applied to students and teachers as well.

This research were based on different sources such as books and journals selectively chosen from which scientific information was obtained to write the literature review and provide scientific support to this research.

Once obtained the permission from the high schools and English institutes authorities to carry out the research, the gathering information began. The instruments used to collect the data were questionnaires. These questionnaires consisted of close-up and open-ended questions. These ones were applied to the sample of students and teachers. A questionnaire with 15 questions was given to each student and a questionnaire with 16 questions was delivered to each teacher. The instructions were given to the respondents, teachers and students, who filled the surveys in a reliable way. After that, the portfolios of three students chosen randomly were analyzed to get more information.

The technique applied for collecting the information were surveys, which were applied to the sample population. The information obtained from the surveys were represented in graphs for further conclusions and recommendations.

Additionally, the information was organized into qualitative and quantitative data in order to do a statistical analysis. The quantitative data was displayed into pie charts and the qualitative data was interpreted using descriptive analysis.

Finally, the aspects considered for the analysis of the results were taken from the surveys already mentioned. The information was tabulated and then it was displayed into graphics. This information was detailed in the “Discussion” section of this study. It was contrasted and supported with theoretical information found in books and resources.

DISCUSSION

Literature Review

This section contains information related to the topic of this study, such as, definition of portfolio, types of portfolio, characteristics of the portfolio, portfolio as an assessment tool in teaching, steps to create a portfolio, advantages / disadvantages of using a portfolio, multiple uses of portfolio, what to include in a portfolio and effects of using a portfolio.

Definition of portfolio

According to Takona and Wilburn (2004), there are different definitions of portfolio regarding the academic field, for example, a portfolio relates to activities that students have done in a course. Those activities are stored in a particular portfolio according to the curricular subject or program. Easley and Mitchell (2003) state that a portfolio refers to a special collection of the students' best works, which shows their achievements and efforts over a period of time.

In the same way, Jones and Shelton (2011) say that a portfolio contains the students' documentation which demonstrates real evidence of knowledge, skills, dispositions and abilities achieved over time. Furthermore, the authors claim that portfolios represent "connections made between actions and beliefs, thinking and doing, and evidence and criteria" (p. 21).

In addition, Iskander (2008) says that a portfolio is a portable case to carry up students' samples. This definition has been attempted for pre-service teachers and in-service teachers. Also, this author states that a portfolio can be used in order to capture the dynamic and complex process of teaching and learning.

Types of portfolio

For some authors there are different types of portfolios. Seldin and Miller (as cited in Seldin, Miller, and Seldin, 2010) specify that there are two types of portfolio, the teaching portfolio and the academic portfolio. Each one has different purposes and

they are appropriate for different skills. The *teaching portfolio* provides teachers a benefit to support their growth and development in teaching. In contrast, the *academic portfolio* is an innovative and a highly promising way to achieve individual works in teaching, research, or service.

For Grotewell and Burton (2008) there are two types of portfolios: actual students work and documentation. *Actual students work* provides teachers evidence of the child's learning and his development over the course. This kind of portfolio can include a variety of products such as: art work, classroom assignments, videotapes or performances of special events, audio tapes of conversations about books, and other products that students might consider important for the portfolio. On the other hand, *documentation* refers to obtain samples of student's work in portfolio. For instance, when students develop a self-evaluation of their own portfolio, teachers develop an observational checklist about their behavior. Additionally, they use the observation sheets as evidence that students worked on their portfolio.

Authors like Smith and Tillema (2006) mention that there are three types of portfolio, they are: dossier portfolio, course training portfolio, and reflective portfolio. The first one, the *dossier portfolio* means that students have to demonstrate the required results in order to accomplish the specific classroom objectives. The second one, *the course training portfolio*, which is aimed at teaching students on how to use the portfolio in order to show individual accomplishments at a specific time. Finally, the third one, *reflective portfolio* reflects the development and progress in learning that students might achieve.

Besides the types of portfolios above mentioned, Rolheiser, Bower, and Stevahn (2000) highlight two major classifications of portfolios: work portfolio and growth portfolio. The *work portfolio* shows the evidence of the best work of learners. It is used for different purposes, such as: student achievement, post-secondary admissions and employability. On the other hand, *growth portfolio* demonstrates an

individual's growth in a period of time. This type of portfolio is used to accomplish the following students' goals: knowledge, skills and attitudes, teamwork and career.

Characteristics of the portfolio

Angela and Angela (2001) mention the main characteristics of the portfolio: first, a portfolio is a tool that gathers students' work during a certain learning time. Second, it shows a concrete portrayal of individual student. The third one refers to the students' advancement over time. The last characteristic is that a portfolio identifies the students' participation and creates an active knowledge.

On the other hand, Eisner and Day (2008) list some of the common features of traditional portfolios which are the following:

- The first feature is the content of the portfolio,
- A second feature of good portfolios is that they contain student-selected entries, and
- Third, it is the importance of student critical self-reflection which may appear in journals or portfolios in written or recorded form.

According to Maruszczak (2008) a portfolio needs several specific characteristics. One characteristic is that portfolios have to be *rigorous* for students in order for them to use skills that help them to reach the aims of the subject. Another characteristic of portfolios is that they have to be fair and equitable which means that the assessment should enable all students to show what they know or what they are able to do. In addition, the same author mentions that a portfolio has to be clear, which means that teachers have to provide clear instructions to students in order to gain a quality work. *Authenticity* is one more characteristic of portfolio because it has to contain realistic problems, real activities with a criteria and standards that follow a genuine purpose. Indeed, a portfolio needs to be *valid* because tasks have to measure the students' knowledge and the content to be assessed. Finally, the portfolio needs to be *reliable* according to students' level.

In addition, Martin-Kniep (2000) mentions as a characteristic of the portfolio that it has to be beneficial for students' learning. Thus, it will be possible when they select and develop a task while they are working on their portfolio. It needs to be a guide to help students to choose and evaluate their work. It also requires teachers to provide suggestions to students about their portfolio.

Portfolio as an assessment tool in teaching

Herrell (2011) points out that teachers usually assess the students' knowledge by doing observations on the content of students' portfolio. He remarks that "Portfolio assessment allows students to demonstrate their contents knowledge without being so dependent on English reading ability" (p.12)

Furthermore, the portfolio assessment is being introduced in the educational field as a powerful tool to assess students' learning progress over time (Timmins, 2008).

Hinchliff (2009) expresses that portfolio is helpful in teaching because students can identify their personal learning needs. Through the use of a portfolio, teachers can notice that a students' work provide a general criteria and learning outcomes. He claims that for obtaining the most relevant results, the portfolio has to be checked by the academic staff.

Furthermore, Barakos and Carnahan (2008) explains that a portfolio is a reflective tool that helps teachers to assess activities of each curriculum area. They affirm that portfolios are a fairly common professional tool. It supports teacher's learning and provides a clear idea about teacher's reflection. Portfolios are a good assessment tool because teachers could identify the previous knowledge that a student has.

Steps to create a portfolio

According to Cennamo, Ross and Ertmer (2013) some steps to be considered in order to create a portfolio are:

- Be aware about the audience to whom it is going to be applied,
- Design a portfolio organization, in this case teachers need to think about the elements that students are going to include such as: videotapes, interviews and so on, and
- Organize the material considering the audience and purposes; it is important to use a chronological way if teachers decide to show growth.

In the same way, Williams (2009) suggests some other steps to create a portfolio:

- To have a list of contents,
- To create a square of a brief background of each student, and
- To establish the principal objectives and goals for the portfolio, and
- To create a list of the competences and improvement of each student.

According to Good (2008), the portfolio strategy is varied itself; however, it is not impossible to determine some principal steps to create it in order to be implemented in a classroom. The first step that teachers need to consider is to identify the purpose for creating the portfolio; it should contain the classroom learning targets and curriculum or state goals to create it. Then, it is indispensable to specify in a detailed way what objectives, goals, and competences will be assessed. Through the use of the portfolio, teachers have to plan the organization of the portfolio by defining how many and what types of entries will be necessary to give evidence of student content knowledge. Also, teachers have to decide what things to include in the portfolio in order to assess it, such as: the timing of those entries, and how the elements of each portfolio will be scored. Finally, teachers could create rubrics that show the improvement level on suitable features to the portfolio's purposes.

Advantages and disadvantages of using a portfolio

Montgomery and Wiley (2008) claims that one of the most important aspects about using a portfolio is that this strategy requires a lot of work time. They state that teaching is something that takes time because it deals with changes and changes

always focus on work. The advantages and disadvantages that the authors mention are as follows:

Advantages

1. Students see portfolios as record of progress,
2. Portfolio reflects progress over time, genres, and conditions, and
3. Portfolio is closely related to teaching and students' abilities, and
4. Portfolio focuses on multi-drafting, feedback and revisions, and
5. Students' portfolio reflects their improvement and weaknesses.

Disadvantages

1. Portfolio produces heavy workload for teachers,
2. This strategy may encourage "teaching the portfolio", and
3. Difficult to compare tasks set by different teachers, and
4. Difficult to assign a single grade to a varied collection, and
5. Problems with plagiarism or outside assistance, and
6. Problems with reliability across raters.

Davis (2006) mentions the advantages of using a portfolio such as, connection between accessibility, and availability nature of the portfolio. Another important advantage is that teacher through the portfolio can give feedback to students and reinforce unclear contents in the classroom.

Likewise, Hyland (2009) provides some other advantages and disadvantages. Regarding the advantages, some of them are: to establish an independent score that shows the students' ability of a variety of genres, like: tasks, drafts, etc. Additionally, the portfolio represents some advantages; it reflects progress over time, genres, and conditions. Another advantage is that using a portfolio, students see it as a record of their progress, and they are focused on multi-drafting, feedback, revision, etc.

In contrast, Hyland describes three disadvantages which portfolios may demonstrate, for instance, portfolios can produce heavy work for teachers because it

needs to be revised several times. A second disadvantage is scoring a portfolio; in fact, it could be harder than dealing with a single piece of writing. Finally, a third disadvantage is to assign a single grade to varied tasks collection.

Multiple uses of portfolio

Hyland (2011) specifies that a portfolio is being used principally as a display of certified student's achievements. He reports that the use of portfolios demonstrates the students' competences and academic growth. Teachers and students have to focus on determining the purpose of the portfolio in the learning development process.

Belgrad (2008) explains that the portfolio can be used to show the daily growth and development of students' knowledge; it means that students carry out an activity each day of the course, thus, activities have to be considered as products to be included in the students' portfolio. Also, the activities that students develop in their classes help them to increase their knowledge in different areas. Therefore, a portfolio helps students to develop some academic skills such as reading and writing.

On the other hand, teachers use the portfolios to demonstrate feedback from peers, collaborating and connecting with others (Hassall, 2007).

In addition, Brown and Irby (2001) claim that the first use of the portfolio is to encourage, professional or academic growth. The portfolio serves not just for assessing progress but also for determining whether the course goals are being achieved. The second use of the portfolio is for summative evaluation, as a judgment of the student's efficiency. Career advancement is the third use of the portfolio, it helps students to encourage themselves to be more liable organizing their portfolios. .

What to include in a portfolio

Holt (2006) expresses that a portfolio contains real and concrete evidences about the improvement of the professional and theoretical comprehension on the study place. Besides, the author explains that teachers and students have to follow a guideline about what to include in their portfolios. He demonstrates in a general way

that a portfolio will include a range of evidence, such as: pictures, pair activities, homework, lessons, and written activities.

Likewise, portfolio needs to contain work selected by learners, teachers and parents. Also it should include several types of work samples and represent what students have been learning (Morrow, 2007).

Shalaway and Beech (1998) mentions that a portfolio may contain representative works for several purposes. Portfolios do not just contain “flats” pieces of writing or art works, they need to include audiotaped, videotaped performance, images, several types of tasks depending on its purposes and the content that it represents. The writers provide some items such as: essays and reports, letters, poetry and other creative writings, journal entries and interviews.

Similarly, Kaardal (2001) regards some similar materials that should be included in a portfolio as for example leveled skill tests to identify the student's lacks and strengths, the journal entries of the students' best day, also work done as a result of finishing the unit and finally develop a questionnaire on what they enjoyed more about courses and give comments on how courses can be enhanced.

Effects of using a portfolio

Calfee and Perfumo (1996) emphasize that teachers have to be careful with the effects that implementing a portfolio may produce in teaching and student learning. Those authors denote that portfolios can produce positive effects on students because they could be complex, rich, and challenging. Further, they say that students' skills have to be considered for teachers when they assess their portfolio. Teachers have to take into account the students' values and principles such as: thoughtfulness, authorship, multiple perspectives, and respect for diversity.

Benson and Barnett (2005) claims that it is important to take into consideration that implementing portfolios in the environment of high school could change the collaboration and successful learning from students. Moreover, they state that another

impact of the use of this strategy on teenagers is that their participation increases in classes because they have the idea about the topic related there. One problem that students face in is the time and effort that they spend when they contextualize their personal brand and the main focus of the portfolio.

Previous studies have been conducted in order to be aware on how the portfolio is used as an assessment tool in English classrooms.

An interesting study was conducted by Mokhtari (2014), which focused on how a portfolio helps teachers to assess students' learning. The population was 66 students enrolled in a three language arts courses at a comprehensive Midwestern University. Also, a questionnaire was designed specifically for this study in order to collect data. It consisted of cognitive and attitudinal knowledge statements about portfolio assessment. According to the results, they demonstrate subject awareness of portfolio assessment. However, the results showed that a portfolio could be used as an alternative to traditional midterm and final exams.

Another important study was the one conducted by Rochelle (2008), who explored the use of the portfolio assessment as an alternative evaluation scheme in writing. The study involved 156 reflective essays that were analyzed which came from 26 sections of students from colleges of the university. The methodology of the research included corpus data: the corpus data comprised of reflective essays written by freshman students from one private university in Manila, as part of their portfolio project requirement. The results of the present study looked into two issues regarding the effectiveness of a portfolio assessment as an effective evaluation scheme. First, the study inquired into language problems that were addressed by the portfolio assessment as an effective tool in students' self-evaluation. The data reflects this alternative self-evaluation scheme; students were able to identify some language problems they had. Moreover, they were able to make some improvements in these identified linguistic problems.

Finally, the study carried out by Chen (2002) examined the implementation of a portfolio system in junior high EFL classrooms in Taiwan and examine its effect on student learning. The methodology of this study comprised both qualitative and quantitative. Subjects were from intact classes at two schools in southern Taiwan, one with 16 female and 17 male students. All were seventh graders, having learned English formally for one year in elementary school. Teachers were trained in a Master's program of English education on use of portfolios to facilitate instruction and assessment and improve student learning. Schools where they taught had never adopted portfolio assessment in English classes. Some things can be summarized as conclusions from the present research. First students who participated in this investigation significantly favored a portfolio system. Second one, the teachers' observations also confirmed that students benefited from the portfolio system in terms of the development of English use and confidence. As third point, implementation barriers mainly resulted from confrontation with the traditional testing culture, difficulties with heterogeneous classes, heeding students' complains, anxiety over professional deficiencies, and speculation about worksheet overuse.

Description, Analysis and Interpretation of results

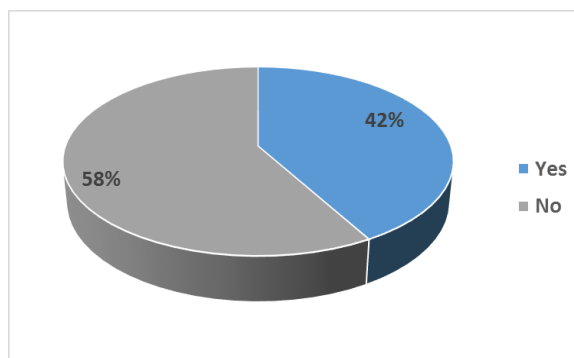
Student's Questionnaire

1. Do you know what a portfolio is?

Table 1

	Frequency	Percentage
Yes	28	42%
No	39	58%
TOTAL	67	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 1
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

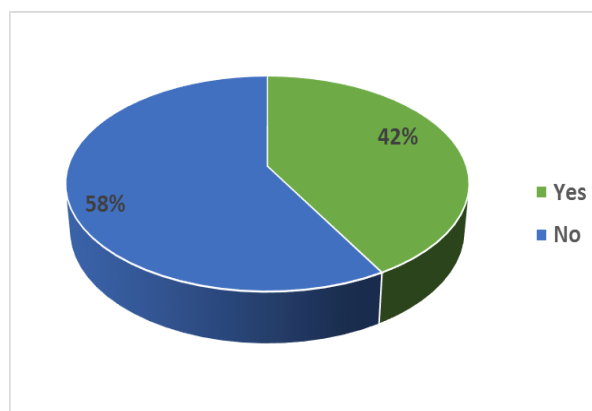
Regarding this question, 42% of students said they know what a portfolio is, while 58% of students answered that they do not know what a portfolio is. In many of the cases, this negative result is more evident in public than in private schools and institutes. Most of students from private schools and institutes said that a portfolio is a nice assessment tool, which allows them to collect and organize their homework, class activities, pictures, articles, lessons, and tests. Alike this, Jones and Shelton (2011) state that a portfolio contains the students' documentation which demonstrates real evidence of knowledge, skills, dispositions and abilities achieved over time.

2. Have you ever used a portfolio before?

Table 2

	Frequency	Percentage
Yes	28	40%
No	39	60%
TOTAL	67	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 2
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

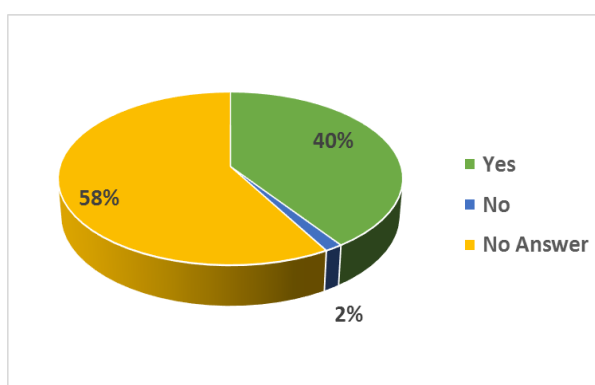
In this question, 60% of respondents replied that they have not used a portfolio before, most of them said that their teachers prefer to use the traditional assessment way, for example: giving tests, assessing the students' participation and the students' homework. On the other hand, 40% of students mentioned that they have used a portfolio before. Many of them expressed that they have been using it since the kindergarten guided by their tutor. This information is supported with what Roberts (2015) says whether or not your school district or school requires maintaining student portfolios, you should use your portfolios as soon as the year starts.

3. Is this assessment tool new for you?

Table 3

	Frequency	Percentage
Yes	27	40%
No	1	2%
No Answer	39	58%
TOTAL	67	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 3
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

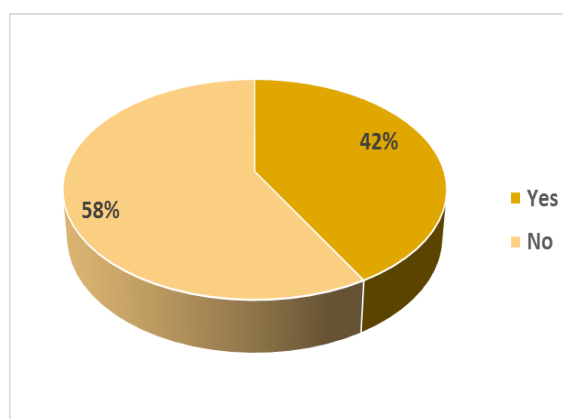
Forty percent of students surveyed responded that it is a new assessment tool because their teachers have preferred to use the traditional assessment system. Two percent of respondents said that they have used this form of assessment before. This information was gathered from private schools. On the other hand, 58% of students did not answer this question. The authors Smith and Tillema (2006), claim that a portfolio as an assessment tool is relatively a new instrument; it has become a popular vehicle to monitor learning in a variety of portfolios development such as; student evaluation portfolios, teaching portfolios and team portfolios.

4. Do you like to use the portfolio?

Table 4

	Frequency	Percentage
Yes	28	42%
No	39	58%
TOTAL	67	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 4
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

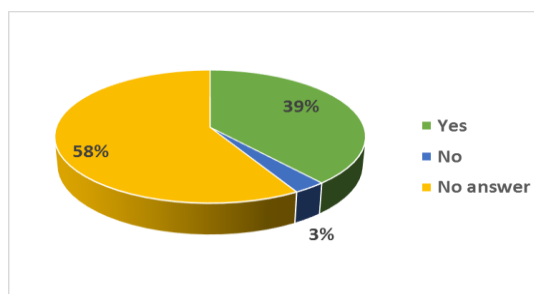
Fifty-eight percent of students do not like to use a portfolio because they think it takes a long time and it is a little bit boring. On the other hand, 42% of students surveyed mentioned that they like to use the portfolio because it gives them many advantages for their education such as: show their improvement, be organized with their tasks and because a portfolio is their record of progress. The authors Midkiff and Thomasson (1994), report that students could notice the portfolio's advantages when the assessment of the work is made by the student as a self- evaluation with the teacher's help.

5. Do you find it useful the use of the portfolio as part of your evaluation?

Table 5

	Frequency	Percentage
Yes	26	39%
No	2	3%
No answer	39	58%
TOTAL	67	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 5
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

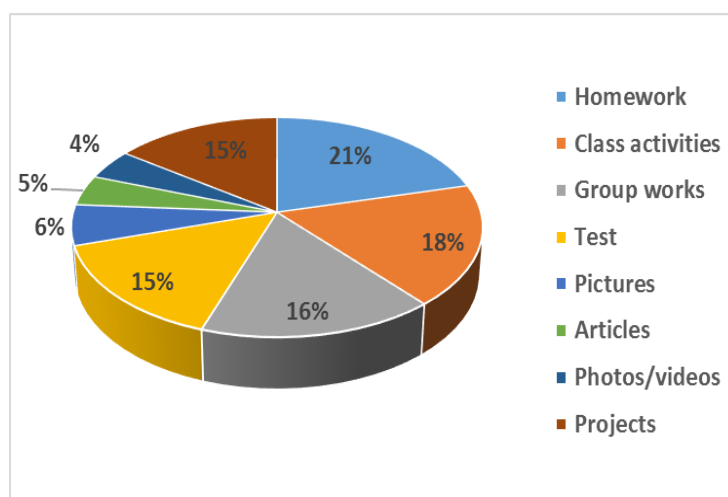
Concerning this questions, 39% of students said that they consider the use of the portfolio useful because it allows them to self-evaluate, it helps them to carry up their tasks in an organized way, it is easy to create and because it helps them improve their learning process. At the same time, students said that a portfolio is useful because it shows them their lacks and strengths. On the contrary, 3% of respondents said it is not useful because that portfolio does not reflect their knowledge and prefer the classic type of assessment. Finally, 58% of students surveyed did not answer this question. Regarding to the students' answers match with Hinchliff (2009), who expresses a similar criterion saying that the portfolio is helpful in teaching because students can identify their personal learning needs.

6. What do you include in your portfolio?

Table 6

	Frequency	Percentage
Homework	14	21%
Class activities	12	18%
Group works	11	16%
Test	10	15%
Pictures	4	6%
Articles	3	5%
Photos/videos	3	4%
Projects	10	15%
TOTAL	67	8%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 6
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

Regarding this question, 21% of students surveyed expressed that their portfolios mainly include homework, 18% class activities, 16% group works, 15% tests, 15% projects, pictures with 6%, and finally articles with 5% and photos with 4%. It

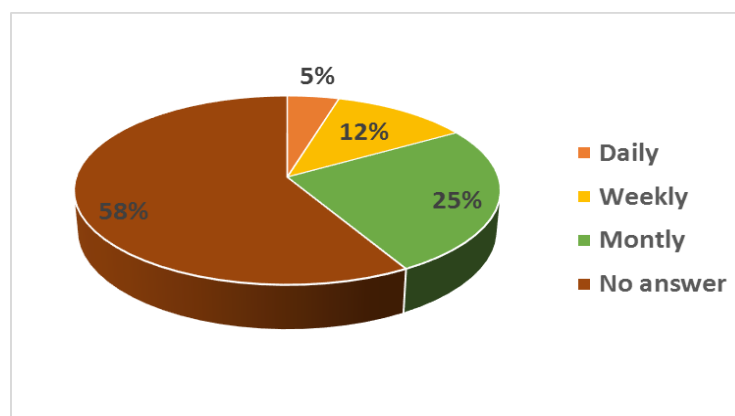
demonstrates that all of these items are taken into account by teachers in order to assess the portfolio of each student. According to Holt and Kysilka (2006), the contents of portfolio could include notes taken in class, homework assignments, book reports, lab reports, or any other pieces of work that document the students learning of the objectives proposed.

7. Does the portfolio reflect your daily, weekly or monthly progress?

Table 7

	Daily	Weekly	Montly	No answer	TOTAL
Frequency	3	8	17	39	67
Percentage	5%	12%	25%	58%	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 7
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

With reference to this question, 25% of students surveyed responded that the portfolio reflects their monthly progress. Then, 12% of the students declared that they can notice their weekly improvement. Moreover, just 5% of students mentioned that the portfolio does not reflect their academic progress when they review it daily. And, 58% of students did not answer this question. Cennamo, Ross and Ertmer (2013), state that portfolios can be used to illustrate students' progress over time such as: daily, weekly

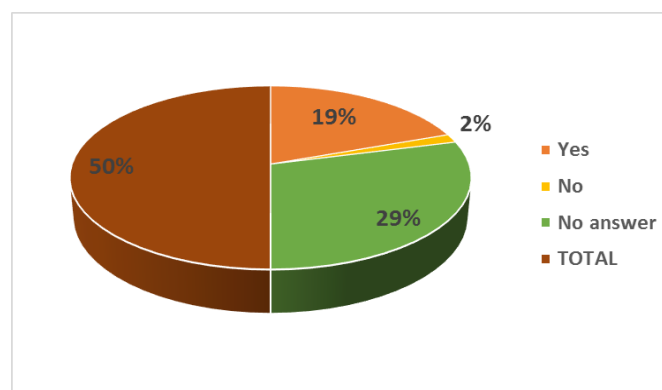
or monthly. Portfolios provide a means to reflect on, facilitate, and document an individual learning.

8. Would you like to continue using the portfolio as an assessment strategy?

Table 8

	Frequency	Percentage
Yes	26	39%
No	2	3%
No answer	39	58%
TOTAL	67	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 8
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

Graph 8 shows that 3% of students disagree to continue using this strategy. Students said that they feel more comfortable using the traditional assessment form taking into consideration parameters like: participation, homework, lessons, etc. Further, 39% of students would like to continue using the portfolio as an assessment strategy because it allows them to establish a relationship with the teacher. Regarding this question, 58% of students did not answer it. Furthermore, it is good to remark that Liu (2010), say that the portfolio assessment not only demonstrates students' learning and their progress, it is also a tool for engaging in communication between teachers

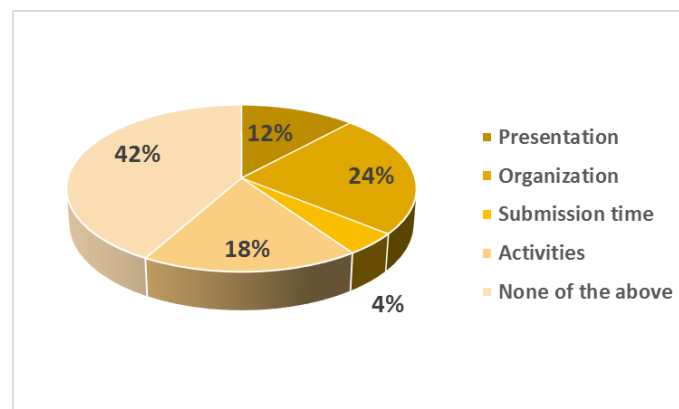
and students. It means that students could feel more confident with their teachers when asking questions about their mistakes.

9. *What does your teacher take into consideration when grading your portfolio?*

Table 9

	Frequency	Percentage
Presentation	8	12%
Organization	16	24%
Submission time	3	4%
Activities	12	18%
None of the above	28	42%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 9
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

In this question, 24% of students stated that most of their teachers take into account mainly the organization. Moreover, 18% of students said that teachers review the content of activities and 12% of students explained that their teacher check the presentation of portfolios. Otherwise, 4% expressed that the teacher takes into consideration the submission time. Finally, 42% of students remark that their teachers do not take into consideration the options in the questionnaire. Regarding this, Kelly and Haber (2006) claim that a portfolio should contain all the essential elements

comprising both content and structure defined in the original instructions to students.

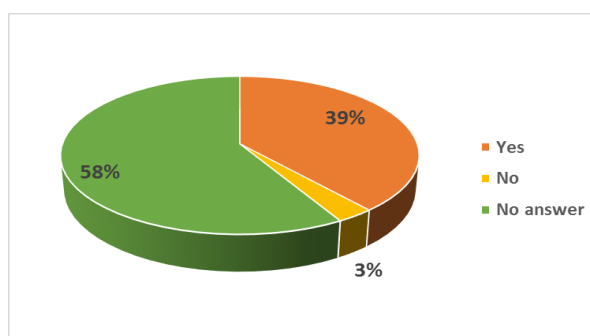
While the portfolios were checked, we could be aware that there was a wrong organization of the students' activities and mistakes on writing skill.

10. Do you agree with the way your teacher grade your portfolio?

Table 10

	Frequency	Percentage
Yes	26	39%
No	2	3%
No answer	39	58%
TOTAL	67	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 10
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

Concerning this question, 39% specified that they agree with the way their teachers grade their portfolios, they explained that they receive a score according to their effort. At the same time, they receive a personal feedback which helps them not to commit mistakes other tasks. In contrast, 3% disagree because teachers do not consider the instructions given at the beginning of the course. It occurs because teachers gave instructions to students but they change those instructions while a portfolio is reviewing. On the other hand, 58% of respondents did not answer this question. Liu (2010), states that one scoring rubric should accompany each portfolio

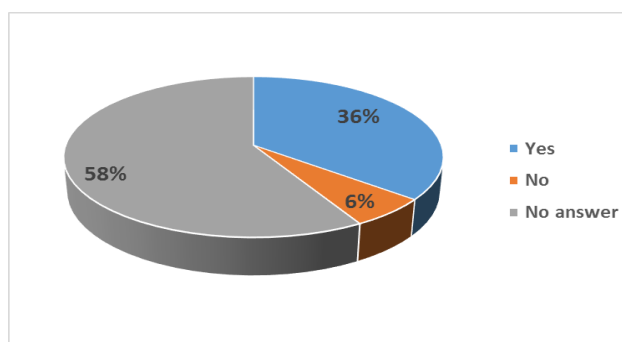
product. Implementing specific rubrics to grade the students' portfolio makes explicit the agreement between the portfolio assessment purpose and the portfolio product.

11. *Is it difficult to carry out your portfolio?*

Table 11

	Frequency	Percentage
Yes	24	36%
No	4	6%
No answer	39	58%
TOTAL	67	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 11
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

Regarding this question, 36% reported that they were hindered by the way they should organize tasks / activities. It means that the items that a portfolio contains are so confusing when they are carrying out it because they do not understand the instructions from their teacher. On the other hand, 6% of students expressed that they cannot find difficulties while they are doing a portfolio because they pay a lot of attention to the instructions given by their teacher. From the answers, it is evident that the instructions provided by the teachers are the key to have a good portfolio. Finally, 58% of students did not answer this question. According to Pietroni (2001), portfolios might be difficult to develop because some students feel disagree with the teacher

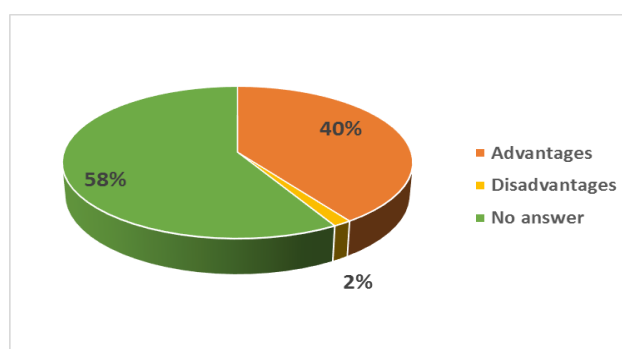
instructions. Many wonder what a portfolio should look like and want to know where to start.

12. *Do you think the use of the portfolio supply advantages or disadvantages?*

Table 12

	Frequency	Percentage
Advantages	27	40%
Disadvantages	1	2%
No answer	39	58%
TOTAL	67	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 12
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

Forty percent expressed that the portfolio has more advantages than disadvantages, especially because through this strategy students can be aware of their progress. Likewise, two percent of students agree that a portfolio is a good assessment tool because they can improve their academic knowledge. For instance: a portfolio helps them to improve their writing skill by committing less mistakes in grammar and spelling, or, to improve their reading skill by comprehending a text without reading it three or four times. Further, this question was not answer by 58% of students. Nevertheless, Montgomery and Wiley (2008), report that students see portfolios as

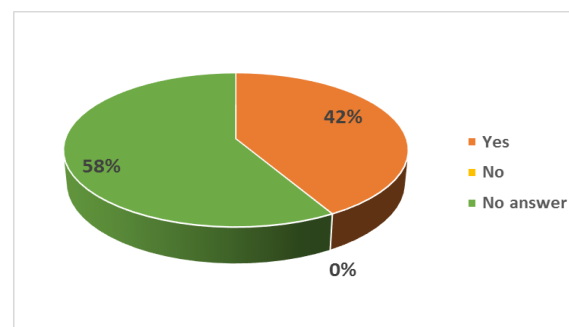
record of progress, and portfolio reflects progress over time, genres, and conditions; also, the portfolio is closely related to teaching and students' abilities.

13. Do you receive instructions from your teacher on how to create your portfolio? If so, what kind of instructions do you receive?

Table 13

	Frequency	Percentage
Yes	28	42%
No	0	0%
No answer	39	58%
TOTAL	67	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 13
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

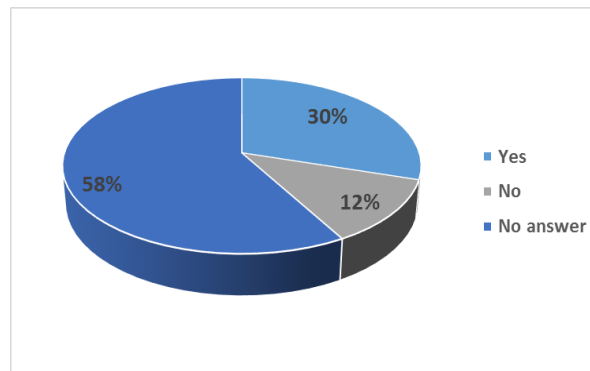
All respondents that answer this question mentioned that their teacher gives instructions on how to create their portfolio. They said that their teachers explain step by step what to do, what to include in their portfolio, how to classify the items, and when it needs to be submitted. On the contrary, 58% of students did not answer this question. This information is supported by Lynn (2007), who claims that the design stage of portfolio construction requires the teacher to make decisions about the display of the content, collection of artifacts, and tracking of portfolio work.

14. Does your teacher give suggestions on how to improve your portfolio?

Table 14

	Frequency	Percentage
Yes	20	30%
No	8	12%
No answer	39	58%
TOTAL	67	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 14
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

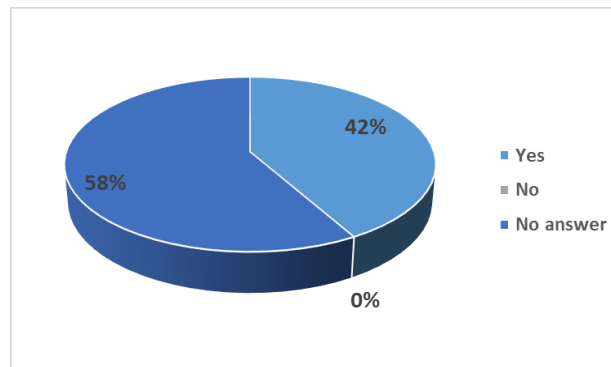
Thirty percent of students surveyed were able to say that they receive suggestions from their teacher. Most of students reveal that they receive instructions on how to improve their portfolios changing several things and explaining what to add. It demonstrates that the teacher gives her/ his contribution to the student to improve the development of their portfolio. 12% mentioned that the teacher does not give any suggestions to improve the quality of their portfolio. Students said that some teachers guide or show them samples of other portfolios to create their own using those models. It is important to mention that 58% of students did not answer this question. To this respect, Heen-Reinke (2002) claims that teachers feedback has been a vital vehicle for the ongoing improvement of the portfolios. Teachers have to be the support of students in their growing up learning.

15. Does the use of portfolio allow you to reflect on the progress of your learning?

Table 15

	Frequency	Percentage
Yes	28	42%
No	0	0%
No answer	39	58%
TOTAL	67	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 15
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

Graphic 15 indicates that 42% of students surveyed answered that the use of the portfolio allows them to reflect on their learning progress because they can see their past works with the latest and see the changes they have done. Also they said that the portfolio reflects their educational effort and it makes them to develop a self-assessment about the things that they should improve. On the contrary, 58% of students did not answer this question. On the other hand, Galluzo, Isenberg, White, and Fox (2012) denote that portfolio produces effects on students, such as: provide an opportunity to articulate their ideas about their growth and learning during the program coursework in a year. Additionally, Benson and Barnett (2005) mention that students benefit from reflection because it makes them remain their learning one last time.

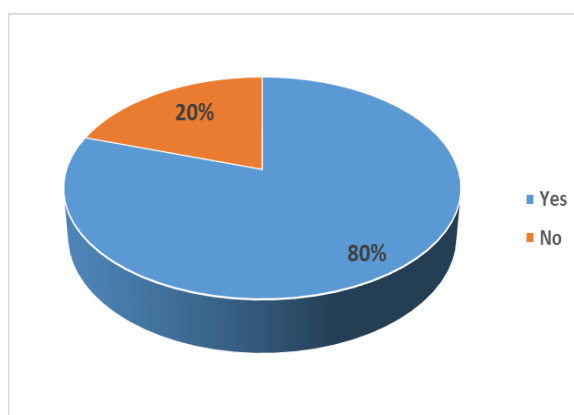
Teachers Questionnaires

1. Do you know what a portfolio is?

Table 16

	Frequency	Percentage
Yes	16	80%
No	4	20%
TOTAL	20	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 16
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

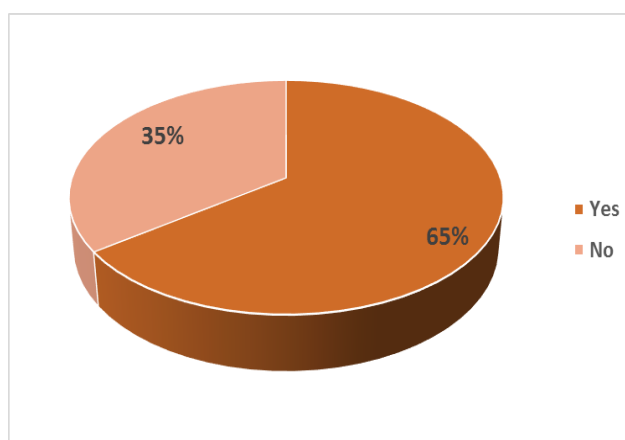
Concerning this question, 80% of respondents said that they know what a portfolio is. Teachers stated that a portfolio is a useful assessment tool in English classrooms. They expressed that it is a folder that students use to keep activities that they develop in class. On the other hand, 20% of teachers said that they do not know what a portfolio is. The high percentage of respondents agree with Easley and Mitchell (2003), who mentioned that a portfolio refers to a special collection of the students' best works, which shows their achievements and efforts over a period of time.

2. Do you know the importance of using a portfolio as an assessment tool?

Table 17

	Frequency	Percentage
Yes	13	65%
No	7	35%
TOTAL	20	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 17

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

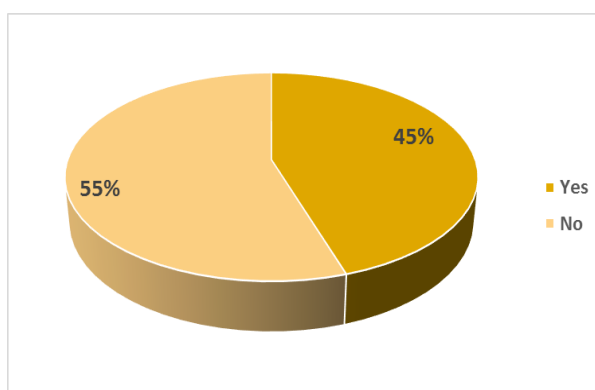
Sixty-five percent of teachers surveyed said that they know the importance of using the portfolio as an assessment tool. They explained that a portfolio is an important tool that helps them to assess the student's learning progress. At the same time, a portfolio is important because it encourages students to be organized. As Hinchliff (2009) expresses, the portfolio is helpful in teaching because students can identify their academic needs. On the other hand, 35% said they did not know what is the importance of using the portfolio to assess their students because those teachers have not used it in their classes.

3. Do you have experience using portfolios as an assessment tool?

Table 18

	Frequency	Percentage
Yes	9	45%
No	11	55%
TOTAL	20	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 18
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

Forty-five percent of teachers have experience about the use of a portfolio for assessing their students. They said that a portfolio is an effective assessment tool that they have been using since few years ago. Teachers claimed that using a portfolio to assess the students' learning help better than using the traditional system of assessment. It helps them to gain more experience because they can improve the activities in the classroom. Teachers who are using a portfolio in their classes agree with the authors Barakos and Carnahan (2008), who denote that portfolios are a good assessment tool because teachers could identify the previous knowledge that a student has. In order to gain experience, a portfolio encourages teachers to improve in practice because they notice that the traditional system does not allow them to have a clear idea about the students' weaknesses. Whereas, 55% of the teachers surveyed said

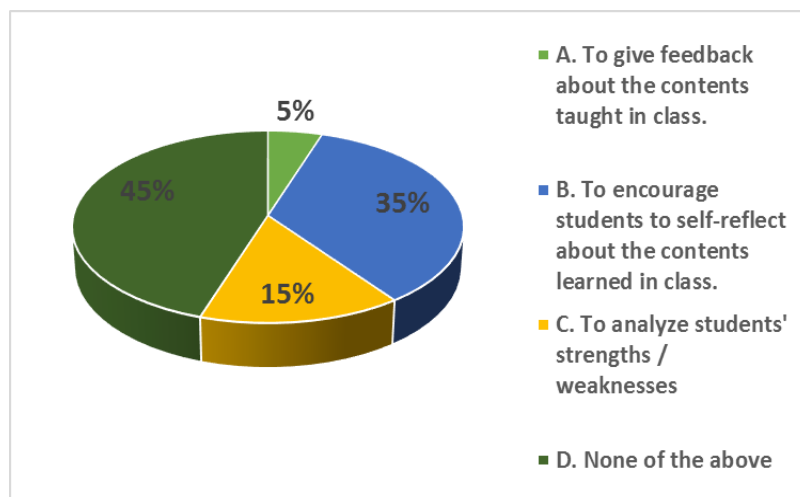
they do not have experience using the portfolio because they still work by using the parameters provided by their institutions. It means that they use the traditional system to assess the students' learning.

4. *If you use a portfolio as an assessment tool, which is the purpose of it?*

Table 19

	Frequency	Percentage
A. To give feedback about the contents taught in class.	1	5%
B. To encourage students to self-reflect about the contents learned in class.	7	35%
C. To analyze students' strengths / weaknesses	3	15%
D. None of the above	9	45%
TOTAL	20	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 19
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

Thirty-five of teachers agree that the use of the portfolio is to motivate students to self-reflect about the contents acquired in class. 15% indicate that a portfolio is used to analyze students' strengths and weaknesses. The portfolio helps teachers to notice what contents students understand and what do not. Furthermore, 5% of teachers said

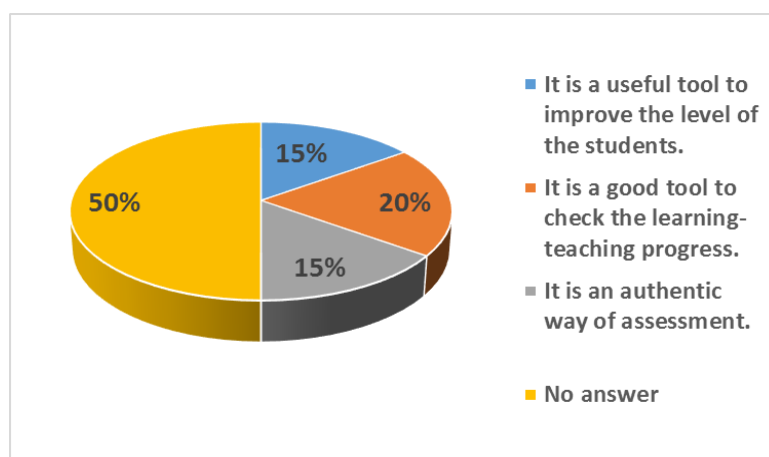
that the portfolio has purposes such as: provide feedback about the content taught in class. For teachers, it is important to give comments to students about content because it helps them to clear doubts about the subject. On the other hand, 45% of teachers did not agree with the options given in the questionnaire.

5. How useful is the use of this strategy to assess students' learning progress?

Table 20

	Frequency	Percentage
It is a useful tool to improve the level of the students.	3	15%
It is a good tool to check the learning-teaching progress.	4	20%
It is an authentic way of assessment.	3	15%
No answer	10	50%
TOTAL	20	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 20
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

Referring to this question, 20% of teachers mentioned that a portfolio is important because it is a useful tool to check the teaching – learning progress. At the same way, 15% answered that a portfolio is an important tool which helps teachers to improve the students' level in the classroom since they have noticed that the English

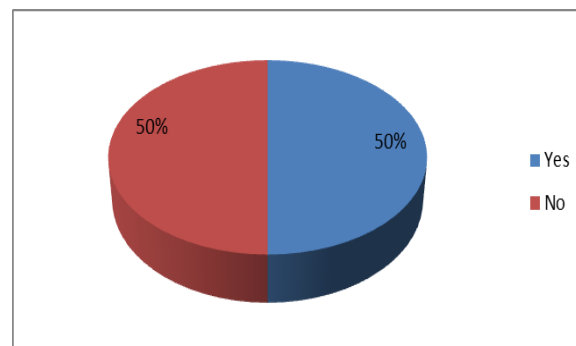
level increases when students use a portfolio in their classes. On the other hand, 15% considered that a portfolio is an authentic way to evaluate. Teachers said that because they are using a portfolio to assess instead using parameters like participation, homework, etc. Finally, 50% of teachers did not answer this question. In a like manner, Hinchliff (2009) expresses that through the use of a portfolio, teachers can notice that a students' work provide a general criteria and learning outcome.

6. *Do you provide your students instructions about how to develop their portfolios?*

Table 21

	Frequency	Percentage
Yes	10	50%
No	10	50%
TOTAL	20	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 21
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

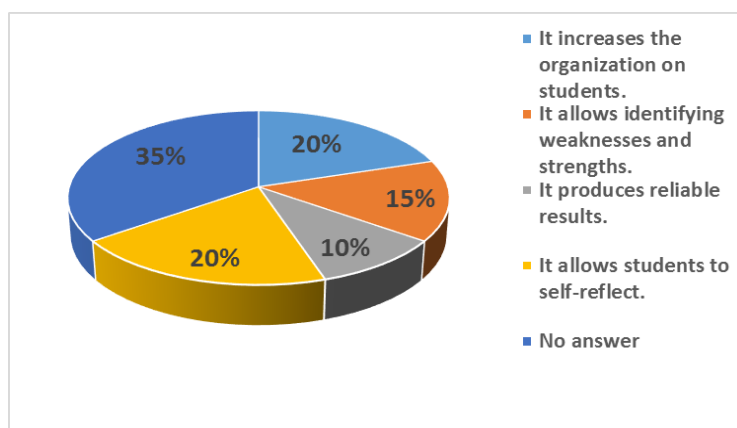
Regarding this question, 50% of teachers said that they provide instructions to their students in order to create a portfolio. On the contrast, the other 50% of teachers said that they do not provide any instruction to their students, that is the reason why they lose interest in using this assessment strategy. In this way, Henn-Reinke, (2002) supports that assessment is not separate from instruction because teachers have to guide the students in the portfolio development.

7. Which are the advantages about the use of the portfolio to assess students?

Table 22

	Frequency	Percentage
It increases the organization on students.	4	20%
It allows identifying weaknesses and strengths.	3	15%
It produces reliable results.	2	10%
It allows students to self-reflect.	4	20%
No answer	7	35%
TOTAL	20	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 22
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

The table 22 shows that 20% of teachers answered that the main advantages of using this assessment tool is that it encourages the students' task organization. With the same percentage, 20% of teachers indicated that a portfolio allows students' to self-reflect on their activities, it means that students analyze their previous activities in order to improve them later. On the other hand, 15% of the teachers mentioned that a portfolio allows to identify strengths and weaknesses of each student; finally, 10% of surveyed said that a portfolio improves the students' homework development because

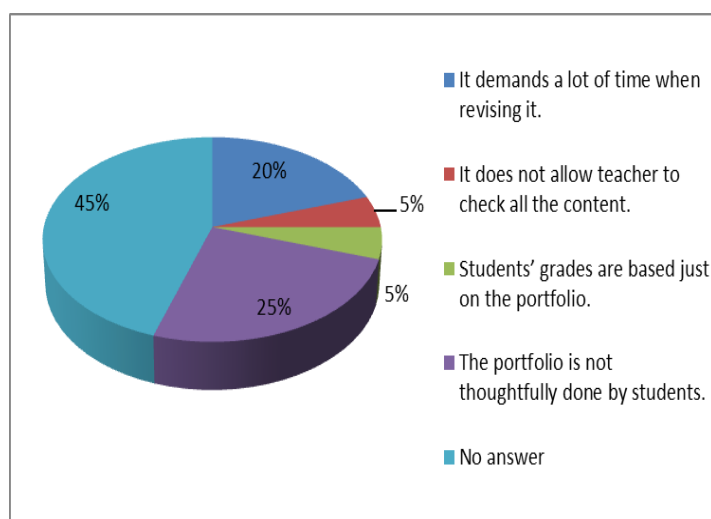
they are aware of the mistakes committed on previous activities. It is important to mention, that this question was not answered by 35% of teachers. However, Hyland (2009) who declare that some advantages are that a portfolio represents programs goals, reflects progress over time. Another advantage of using portfolio is that teachers allow students to see it as a record of progress, and they are focused on multi-drafting, feedback, revision, etc.

8. Which are the disadvantages about the use of the portfolio?

Table 23

	Frequency	Percentage
Disadvantages		
It demands a lot of time when revising it.	4	20%
It does not allow teacher to check all the content.	1	5%
Students' grades are based just on the portfolio.	1	5%
The portfolio is not thoughtfully done by students.	5	25%
No answer	9	45%
TOTAL	20	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 23
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

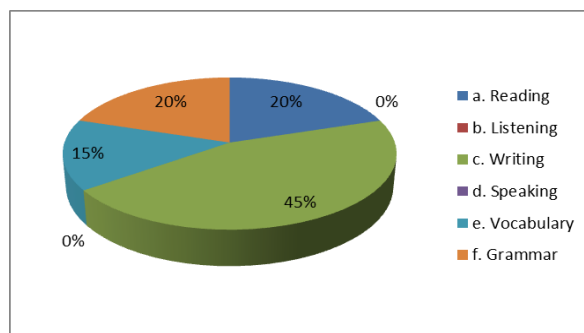
Concerning this question, 25% of teachers answered that the main disadvantage of the use of portfolio is that the student does not develop a portfolio thoughtfully following the instructions given by teachers. Then, 20% considered time as another disadvantage because they demand much of it when checking a portfolio. In addition, 5% of teachers mentioned as another disadvantage that many times they do not grade the content of the portfolio consciously. It is because teachers check it as quickly as they can and it means that teachers do not take care if a task has errors or not. Additionally, 5% of the teachers said that they grade the portfolio leaving contents such as participation, outdoors activities, investigation. Finally, 45% of teachers did not answer this question. Besides, Hyland (2009) says, that the main disadvantage for teachers is scoring a portfolio because it could be harder than dealing with a single piece of writing and no completed portfolios.

9. Which aspects of the language do you evaluate through the use of the portfolio?

Table 24

	Frequency	Percentage
a. Reading	4	20%
b. Listening	0	0%
c. Writing	9	45%
d. Speaking	0	0%
e. Vocabulary	3	15%
f. Grammar	4	20%
TOTAL	20	100%

Source: Student's questionnaire
 Authors: Byron Quezada and Pablo Calderón



Graphic 24
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

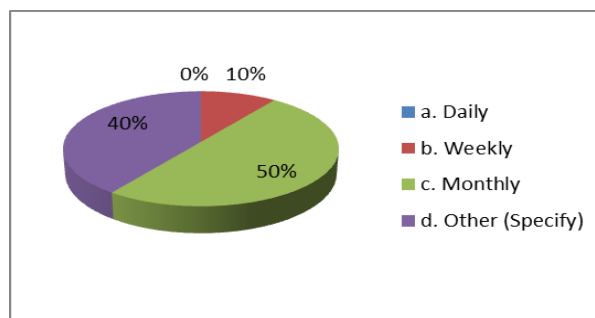
Regarding this question, 45% of teachers mentioned that the skill that they usually assess in a portfolio is “writing” followed by “grammar” with a 20%, then, 20% of teachers indicated that “reading” is the language skill that they evaluate in a students’ portfolio. After that, 15% of teachers said that they take into consideration the vocabulary in the students’ portfolio. However, none of the teachers assesses the listening and speaking skills on student’s portfolio. Belgrad (2008) explains that most of the activities that students do in their classes or at home help them to increase their knowledge. Those activities, for instance: reading a text, writing essays or listening to tracks in class are stored in the portfolio, which obviously help students to improve their academic skills.

10. How often do you check the content of the portfolio?

Table 25

	Frequency	Percentage
a. Daily	0	0%
b. Weekly	2	10%
c. Monthly	10	50%
d. Other (Specify)	8	40%
TOTAL	20	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 25
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

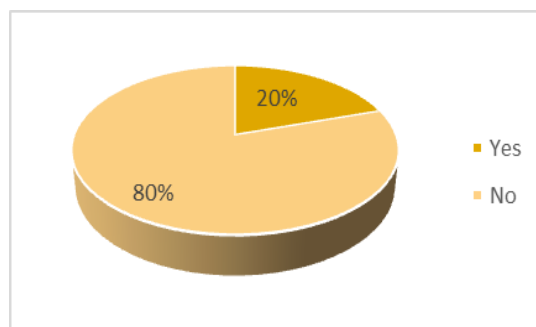
Fifty percent of teachers answered that they review the portfolio monthly, they explained that it is useful for them because they can notice the progress every month; 10% of teachers do it weekly, however, checking the portfolio every week is hard for them because they have a large number of students. On the other hand, 40% of teachers were unable to specify the time that they spend revising the portfolios. Finally, none of the teachers review the portfolio daily, they explained that doing it is hard for them considering the length of the class. At the same time, teachers said that they do not make a daily review of a portfolio because it does not show a progress on students' learning. Of different way, Belgrad (2008) explains that the portfolio can be used to show daily growths and development of students. It happens because students carry out an activity each day of the course. That activity has to be considered as a product to include in the students' portfolio.

11. *Is it difficult for you to evaluate the student's portfolio?*

Table 26

	Frequency	Percentage
Yes	4	20%
No	16	80%
TOTAL	20	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 26
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

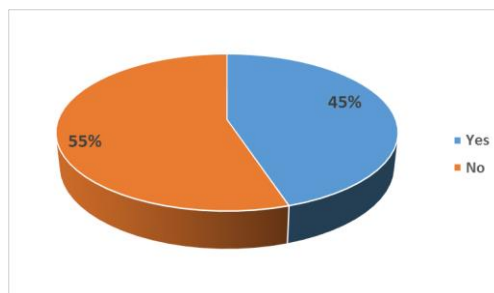
Eighty percent of teachers surveyed said there are not difficulties to assess the portfolios of their students, they have experience and they explain that it is easy to do it because students submit their portfolios in the due date and they follow the parameters set. On the contrary, 20% explained that they find it difficult to evaluate students' portfolios, due to several reasons like the class time, because they have prepared their lessons according to the class schedule. Another reason is the students' responsibility because they never present the activities on time. Finally, the most relevant reason is because teachers do not set rubrics to the portfolio. To this respect, Krajcik and Czerniak (2014) explain that one helpful technique for evaluating a portfolio is to use a rubric, which is a brief, written description of different levels of quality for student performance that can be used to rank or rate a level of performance.

12. Do you provide suggestions to your students about their portfolios?

Table 27

	Frequency	Percentage
Yes	9	45%
No	11	55%
TOTAL	20	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 27
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

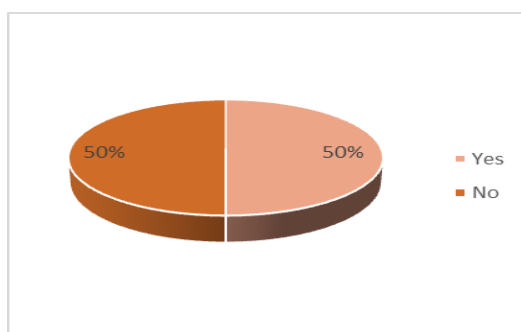
Fifty-five percent of teachers mentioned that they do not give suggestions to their students about their portfolios because they already know how to do them. 45% of respondents said that they give suggestions to their students because when they develop an activity they want to do their best. According to this, Klenowski (2012), reports that teachers must give suggestions about the nature development of the portfolio. For instance, facilitate student video- recording of the important stages of the portfolio development.

13. Do you have tutorials with your students in order to clarify doubts about their portfolios?

Table 28

	Frequency	Percentage
Yes	10	50%
No	10	50%
TOTAL	20	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



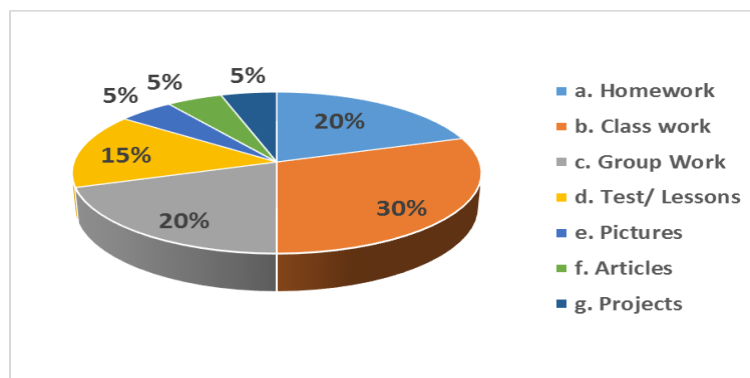
Regarding this question, 50% of teachers mentioned that they have tutorials with their students because it is important that they get clear instructions to clarify concerns, doubts that might appear when they develop their portfolios. Thus, they get better at the end of the course. The other 50% do not have tutorials with their students. Teachers mention that their students are getting problems developing their portfolios because they do not have enough time to give them tutorials. Based on those results, Blerkom (2008) says that effective portfolios require a collaborative effort. The student and teacher must meet to check their progress. It could be easily about 30 minutes of meeting.

14. *What does the portfolio have to include?*

Table 29

	Frequency	Percentage
a. Homework	4	20%
b. Class work	6	30%
c. Group Work	4	20%
d. Test/ Lessons	3	15%
e. Pictures	1	5%
f. Articles	1	5%
g. Projects	1	5%
TOTAL	20	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



Graphic 29

Source: Student's questionnaire

Authors: Byron Quezada and Pablo Calderón

Thirty percent of respondents answered that the main thing that a portfolio has to include are class work. 20% of teachers consider as important part of a portfolio the homework. With the same percentage, 20% of teachers consider important the group work activities. In addition, 15% of teachers said that tests or lessons are important in a portfolio. Finally, with 5% of answers by teachers; pictures, articles and projects are considered for them to be part of the portfolio. Morrow (2007) explain that a portfolio has to be created with some items. It needs to contain work selected by learners, teacher and parents. Also it should include several types of work samples and represent what student has been learning.

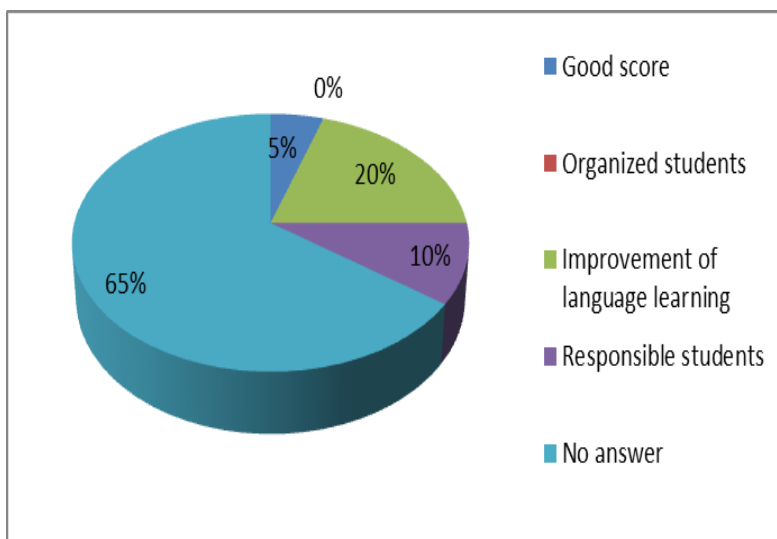
15. What have been the results about the use of portfolios?

Table 30

	Frequency	Percentage
Good scores	1	5%
Organized students	0	0%
Improvement of language learning	4	20%
Responsible students	2	10%
No answer	13	65%
TOTAL	20	100%

Source: Student's questionnaire

Authors: Byron Quezada and Pablo Calderón



Graphic 30
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

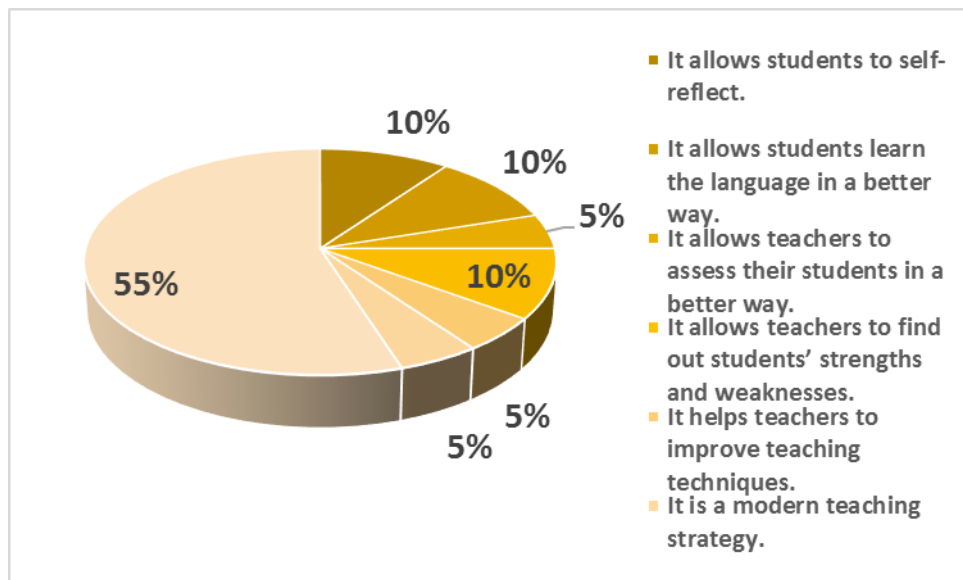
Regarding to this question, 20% of surveyed teachers answered that the main result of the use of portfolio is the improvement of the language learning. They said that because they can notice that students increase their English level while they are developing their portfolio. Besides 10% of teachers mentioned that as a result they get more responsible students. On the other hand, 5% of teachers answered that when they use a portfolio they get an improving on students' grades, it occurs because students can be aware about their mistakes through teacher's feedback and they are able to correct them. Moreover, none of the teachers said that a portfolio does not provide organize students. Finally, the 65% of teachers did not answer this question. Galluzo, Isenberg, White, and Fox (2012) demonstrate that portfolio produces effects on students, such as providing an opportunity to articulate their ideas about their growth and learning during the course.

16. Do you recommend teachers to use this strategy? Why?

Table 31

	Frequency	Percentage
It allows students to self- reflect.	2	10%
It allows students learn the language in a better way.	2	10%
It allows teachers to assess their students in a better way.	1	5%
It allows teachers to find out students' strengths and weaknesses.	2	10%
It helps teachers to improve teaching techniques.	1	5%
It is a modern teaching strategy.	1	5%
No answer	11	45%
TOTAL	20	100%

Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón



GRAPHIC 31
Source: Student's questionnaire
Authors: Byron Quezada and Pablo Calderón

Graphic 31 shows that 10% of teachers recommend to use this assess strategy because it allows students to self-reflect on their activities. Additionally, 10% of teachers said that a portfolio allows them to find out strengths and weaknesses. Also, 10% of teachers explained that it allows students to learn the language in a better way. Besides, 5% of teachers recommend this strategy because it helps them to improve their teaching techniques. In addition to this, 5% of teachers expressed that it helps to assess students' learning in a better way. Further, 5% of teachers mentioned that a portfolio is a modern strategy of teaching. Finally, a 45% of teachers did not answer this question. According to this, Brown and Irby (2001) claim that the portfolio is useful firstly because it encourages the professional or academic growth. The portfolio serves not just for assessing progress but also for determining whether the course goals are being achieved.

CONCLUSIONS

- The results showed that more than half of teachers survey do not use a portfolio to measure students' achievements because they prefer using the traditional system of evaluation.
- Sixty-four percent teachers affirm that the main purpose of using a portfolio in their classrooms is to encourage students to self-reflect on the contents learned in the class.
- Forty percent of teachers agree that portfolio is useful to check the process of acquiring knowledge of each student and to keep track of the assignments developed in class. In addition, according to 52% of teachers, the main advantage of using the portfolio is that it engages students to be more organized.
- It is necessary to mention as a negative effect, the significant time that each teacher has to spend for revising all the students' portfolios.
- Seventy-seven percent of teachers review their students' portfolio monthly because at the end of each month they can get more academic information of the students from their portfolios and given them feedback.

RECOMMENDATIONS

- Teachers should look for new and useful ways to assess students learning, one of those might be the portfolio which gives reliable results in different classrooms around the world.
- Authorities should check the way in which teachers are measuring students' knowledge in order to provide them feedback about the teaching process.
- For those new teachers who want to try the portfolio assessment tool to evaluate their students in classrooms, it is important that they set time to evaluate each portfolio in order not to get a lot of work at the end of the course.
- Despite negative results about the use of the portfolio, it is advisable to use it for the several advantages that this strategy has, which were previously mentioned in this study.

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ANNEXES



UNIVERSIDAD TECNIPARTICULAR DE LOJA
"La Universidad Católica de Loja"

**QUESTIONNAIRE FOR EFL TEACHERS ON THE USE OF PORTFOLIO TO
ASSESS LEARNING**

Introduction:

Dear Teacher:

This questionnaire has the objective to know your opinion about the use of portfolio as an assessment tool in EFL classes.

The data that you will offer us will be used exclusively for academic and research purposes.

Informative Data:

Institution Name:

Type of Institution: Public ()

Private ()

English Institute ()

Part I: General Information

Age:

Years of experience in teaching English:

() 3-5 years () 5-10 years () more than 10 years

4. Grade: _____

Part II: Statements according to the use of portfolio

Carefully read the following statements and answer according to your opinion.

Instructions:

Mark an (X) according to your criterion and explain the reason to your answer.

STATEMENTS

1. *Do you know what a portfolio is?*

YES NO (If so, what is it?)

.....

.....

.....

2. *Do you know the importance of using portfolio as an assessment tool?*

YES NO (Explain)

.....

.....

.....

3. *Do you have experience using portfolios as an assessment tool?*

YES NO

(If your answer is YES, How much time have you been using this tool?

4. *If you use a portfolio as an assessment tool, the purpose of it is to?*

- To give feedback about the contents taught in class.
- To encourage students to make a self-reflection about the contents learned in class.
- To analyze the students' strengths and weaknesses
- Other (Specify)

5. *How useful is the use of this strategy to assess students' learning progress?*

.....

.....

.....

6. *Do you provide your students instructions about how to organize their portfolios?*

YES NO

7. *Which are the advantages about the use of the portfolio to assess students?*

.....

.....

.....

8. *Which are the disadvantages about the use of the portfolio to assess students?*

.....

.....

.....

9. *Which aspects of the language do you evaluate through the use of the portfolio?*

- Reading
- Listening
- Writing
- Speaking
- Vocabulary
- Grammar

10. *How often do you check the content of the portfolio?*

- Daily
- Weekly
- Monthly
- Other (Specify)

11. *Is it difficult for you to assess the student's portfolio?*

YES NO (Why)

.....

.....

.....

12. *Do you provide suggestions to your students about their portfolios?*

YES NO

13. *Do you have tutorials with your students in order to clarify doubts about their portfolios?*

YES NO

14. *What does the portfolio have to include?*

- Homework
- Class work
- Group work
- Tests / Lessons
- Pictures
- Articles
- Projects

15. *What have been the results about the use of portfolios?*

.....

.....

.....

16. *Do you recommend teachers to use this strategy? Why?*

.....

.....

.....

Thank you for collaborating!



UNIVERSIDAD TECNICA PARTICULAR DE LOJA **“La Universidad Católica de Loja”**

QUESTIONNAIRE OF THE USE OF PORTFOLIO TO ASSESS STUDENTS

Introducción:

Estimado Estudiante:

Este cuestionario tiene como objetivo conocer su opinión sobre el uso del portafolio como herramienta de evaluación en las clases de inglés como Lengua Extranjera.

La información que usted brindará a continuación se utilizará únicamente con fines académicos e investigativos.

Datos Informativos:

Nombre de la Institución:

Tipo de Instituto: Público ()

Privado ()

Instituto de Inglés ()

Parte I: Información General

1. Género: () Mujer () Hombre

2. Edad: () 12-15 años () 15- 17 años

3. ¿Cuánto tiempo va aprendiendo Inglés?

() 1-3 años () 3-5 años () más de 5 años

4. Curso: _____

Parte II: Preguntas sobre el uso del Portafolio como estrategia de evaluación de aprendizaje

Instrucciones:

Marque una (x) según su criterio e indique la razón de su respuesta.

STATEMENTS

1. ¿Sabe usted qué es un portafolio?

SI NO (Explique)

.....

.....

.....

2. Ha utilizado usted un portafolio antes?

SI NO

3. ¿Es esta estrategia de evaluación nueva para usted?

SI NO

4. ¿Le gusta utilizar un portafolio? Por qué?

SI NO

.....

5. ¿Encuentra usted útil el uso del portafolio para su evaluación?

SI NO (Por qué)

.....

.....

.....

6. ¿Qué incluye en su portafolio? Puede escoger más de una opción.

- Deberes
- Actividades en clase
- Trabajos grupales
- Lecciones / Exámenes
- Fotografías
- Artículos

- Fotos/Videos
- Proyectos

7. ¿El portafolio refleja su progreso diario, semanal o mensual?

Diario	Semanal	Mensual

8. ¿Le gustaría seguir usando el portafolio como estrategia de evaluación?

SI NO (¿Por qué?)

.....

.....

.....

9. ¿Qué toma en cuenta su profesor al momento de calificar su portafolio?

- Presentación
- Orden
- Tiempo de entrega
- Que contenga todas las actividades

10. ¿Está usted de acuerdo cómo su profesor califica su portafolio?

SI NO (¿Por qué?)

.....

.....

.....

11. ¿Se le dificulta llevar a cabo su portafolio?

SI NO (¿Por qué?)

12. ¿Cree usted que el uso del portafolio tiene más ventajas o desventajas?

(Explique)

.....

.....

.....

13. ¿Recibe instrucciones de su profesor(a) sobre cómo realizar su portafolio?

SI NO (Explíque)

.....

.....

.....

14. ¿Recibe usted sugerencias de su profesor(a) sobre su portafolio?

SI NO (Explíque)

.....

.....

.....

15. ¿El uso del portafolio le permite reflexionar sobre el progreso de su aprendizaje (debilidades y fortalezas)?

SI NO (Explíque)

.....

.....

.....

Gracias por su colaboración!



UNIVERSIDAD TECNICA PARTICULAR DE LOJA "La Universidad Católica de Loja"

QUESTIONNAIRE ABOUT THE USE OF PORTFOLIO TO ASSESS STUDENTS

Introduction:

Dear Student:

This questionnaire has the objective to know your opinion about the use of the portfolio as an assessment tool in English classrooms as a foreign language.

The information you provide below will be used only TO academic and research purposes.

Informative Data

Institution Name:

Type of institute: Public ()

Private ()

English Institute ()

Part I: General Information

1. Genre: () Woman () Man

2. Age: () 12-15 years () 15- 17 years

3. *How long have you been learning English?*

() 1-3 yeras () 3-5 years () more tan 5 years

4. Grade: _____

Part II: Questions about the use of portfolio as an assessment tool.

Instructions:

Mark an (X) according to your criterion and explain the reason of your answer.

STATEMENTS

1. Do you know what a portfolio is?

YES NO (Explain)

.....

.....

.....

2. Have you ever used a portfolio before?

YES NO

3. Do you like to use the portfolio? Why?

YES NO

4. Do you find it useful to use the portfolio for your evaluation?

YES NO (Why?)

.....

.....

.....

5. Is this assessment tool new for you?

YES NO

6. What do you include in your portfolio? You can choose more than one option.

Homework

Class activities

Group works

Test/exams

Pictures

Articles

Photos/videos

Projects

Others (Explain)

7. Does the portfolio reflect your daily, weekly and monthly progress?

Daily

Weekly

Monthly

8. Would you like to continue using the portfolio as evaluation strategy?

YES NO(Why?)

.....

.....

.....

9. What does take into consideration your teacher when grading your portfolio?

Presentation

Organization

Submission time

Activities

10. Do you agree with the way your teacher grade your portfolio?

YES NO (Why?)

.....

.....

.....

11. Is it difficult to carry out your portfolio?

YES NO (Why?)

12. Do you think the use of the portfolio has more advantages or disadvantages?

(Explain)

.....
.....
.....
13. Do you receive instructions from your teacher about your portfolio on how to create your portfolio? If so, what kind of instructions do you receive.

YES NO (Explain)

.....
.....
.....
14. Does your teacher give suggestions on how to improve your portfolio?

YES NO (Explain)

.....
.....
.....
15. Does the use of portfolio allow you to reflect on the progress of your learning?

YES NO (Explain)

.....
.....
.....
Thanks for your collaboration!