

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

This chapter has a purpose to review related literature and research concerning the principles, theories, and results in using portfolios. The review would be helpful for the case study in English courses of secondary school learners at Lopburi Education Service Area Office, Lopburi Province. The related literature reviews are divided into seven sections: Definition of portfolio (Section 2.1), Type of portfolio (Section 2.2), Characteristics of portfolio (Section 2.3), Objectives and Benefits of Using (Section 2.4), Strategies of Assessing Portfolio (Section 2.5), Steps of Authentic Assessment Portfolio (Section 2.6), and Related Research (Section 2.7)

2.1 Definition of Portfolio

Arter (1997. Online) states that portfolio "is a purposeful collection of learner work that there are many purposes of assessor. Besides, it is beneficial in finding out the result of attempt, progress, and achievement from the learners' work."

According to Roger Farr & Bruce Tone (1988. p.10), portfolio is a concept which has been a part of all good teaching. With this concept, learners get their materials and are assigned to work by themselves. Then they need to talk with their teacher on the work. Here, the teacher takes the role as a coach who helps the learners focus by asking the way how to turn out the way the learners want to turn out, or how it might be done better at the next time by getting the learner to self-assess what he or she is attempting to do.

To De Fina (1992. p.9), portfolio assessment is "a systematic process that continually changes as learners grow and develop their literacy skills." As Sulzby (1990) points out, portfolio is a collection of children's work for the purpose of demonstrating progress. She believes that portfolio is particularly promising because children can be primarily

responsible with teacher guidance in helping to keep track of what they are learning and mashing. She adds, however, that portfolios can only work if the teacher has the knowledge to help children to build them and if the teacher can interpret the children progress and development.

In education, portfolio is a collection of all the things a learner has been learning. Into the portfolio, it goes to all the evidence, collected in different ways, that learning has happened-evidence of new knowledge, evidence of new skills, and evidence of having become the kind of person needed to do a particular job (George Washington University 2004). As Theres (1994. pp. 332-335) mentions, it is not only a collection of the learners' works and their scores.

Nevertheless, these works are not enough for the teachers' and learners' management. In this case, Wolf & Siu (1989. pp. 30-37) demonstrate that portfolio should refer to "the learners' work that they collect, and then choose their progress in a period. It is reflective works between teachers and learners, or learners and their friends. This purpose of making is progressive in their learning." Likewise, Booncherd Pinyoanuntapong (1995. pp. 10-24) and Wandee Chanhawutiyanon (1997, pp. 47-54) say that portfolio is the collection works or representative of works on purpose. It shows the knowledge, ability, interest, progress, and achieve in learning which are produced or built, chosen, and collected. Similarly, as Cole et al. (1995. Online) mention, portfolio can be defined as "a systematic and organized collection of evidence used by a teacher and learner to monitor the growth of the learner in terms of knowledge, skills and attitudes." In this case, portfolio provides authentic and meaningful documentation of learner's abilities.

Morris (2004) states that portfolio is a collection of work that evidences mastery of a set of skills, applied knowledge, and attitudes. Individual works in a portfolio are often referred to "artifacts." Likewise, Kilbane & Millman (2003. Online) states that portfolio is a goal-driven, organized collection of artifacts that demonstrates a person's expansion of

knowledge and skills over time. Also, Suwit Moonkam (1999. p. 27) and Kanokwan Bangthong (1999) mention that portfolio means collecting of samples or some evidence, attempt or skill of each person or aspect of making portfolio systematically by themselves or the others who have co-responsibility in making portfolio. In addition, Pawinee Srisukwatananon (1997. pp. 1-13) says that, portfolio is the evidence of the learner's works, which is collected in the purpose for describing about effort, progress, and achieve learning in the criterion. A portfolio is thus a collection of materials that show off an individual and his/her value as he/she is the one who makes most of the decision as to what materials will be invalid.

Stiggins (1987. pp. 33-42) defines a portfolio as a collection of learner work that demonstrates achievement or improvement. The material to be collected and the story to be told can vary greatly as a function of the assessment context. Wiggins (1989. pp. 41-47) also adds that a portfolio is a means of communicating about learner growth and development "not a form of assessment." Differently, Elon University (2003. Online) defines a portfolio as a system that allows learners to build a collection of multimedia documents to display on the World Wide Web by inserting their own information and creativity into a sample portfolio every semester of the collegiate experience.

In Thailand, Department of Curriculum and Instruction Development, Ministry of Education (1999. p. 68) points out that portfolio of learner shows a purposeful collection of showing a result of work, progress, and achievement of learners. Such a collection work helps learners to take part in choosing criterion of content and the criterion of the scoring. They involve in the feedback of evidence for evaluating themselves. Similarly, Department of General Education (1995. pp. 89-90) defines the meaning of portfolio as the document of collecting learner's work and kept systematically. Moreover, portfolio can be the report or work of learners' achievement in learning. Chaipruerk Sereeruk et al. (1997. pp. 13-15) indicate that "portfolio is an example of progress, effort, interest, skill in a period or more times for collection them." Burachai Sirimahanakorn (1998. p.9) states

that portfolio is the resource of gathering the data systematically. It is the evident that show the development or successfulness of learners. On the other hand, to Wirad Wanarad (1997. pp. 73-80), portfolio is the technique and instrument to test and assess learning. It emphasizes ability of the learners' works and shows off the example of their works.

According to the definitions demonstrated above, portfolio is regarded as a purposeful collection of student work that tells the story of a student's personal self and his/her achievement or growth characterized by strong vision of content, skills and processes addressed, built demonstrate a wide range of student work. It can be an evidence for learners' products and a material for learning progress, which shows the process of working and the way of learning. Most of all, it allows learners' teachers and parents to share real display of learners' performance.

2.2 Type of Portfolio

Portfolio could be classified in many types concerning with the purpose on use. Many experts classify types of portfolio. For instance, Fisher & King (1995. pp. 159-165) distinguish portfolio used in class into three types:

1. **Working portfolio:** This is a tool that teacher and learner cooperate in evaluation. A learner collects his work to focus on his development of learning. His parents express him about learner's work. Teacher collects other work to express opinion. There is the work in his portfolio to focus on the thoughts, process, and daily life.
2. **Showcase portfolio:** This collects learner work to select the best work, is ready to demonstrate for others. A learner work should have one or more than one pieces. It shows the ability of processing portfolio.
3. **Record-keeping portfolio:** This type of portfolio aims to record the details for evaluating outstanding portfolio. Some work cannot be kept in outstanding portfolio but it is necessary for evaluation, ability, development, and each characteristic.

Dietz (1993.p. 50-51) states that there are three types of portfolios. The first type is **Presentation Portfolio** which is "a collection, resume, or album that represents an

individual's accomplishments, learning, strengths, and expertise. It can serve an introduction for personal and professional opportunities, highlighting the purpose and meaning of one's work." The second type is **Working Portfolio** which is a collection of assignments, artifacts, and other evidence that fulfills prescribed competencies, standards, or outcome. Outcomes for credentialing, course participation, or supervisors of one's work. And the third type is learner portfolio which is an envelope of the mind (a reflection of knowledge, experiences, and feelings) that provides a frame work and process for the learner to focus learning, collects artifacts and evidence, and describes their learning outcomes.

The Department of Curriculum and Instruction Development, Ministry of Education (1999. p. 7) classified portfolio into three types. The first type is **Personal Portfolio** such as collection portfolio and the best portfolio. The second type is **Academic Portfolio** such as integrate portfolio, work group portfolio or work class, and **Professional Education Portfolio** such as teacher or director portfolio, and the upper level learner portfolio used for entrance or applied to a job.

S. Wasana Prawalpruek (1997. p. 43) classifies the identity of using portfolio or the purpose of collector as learner portfolio or collection file, exhibition file or the presentation file, teacher or learner assessment file, and teacher source or learner file. For Suwith Moonkum (1997. p.28), Institute of Academic Development (IAD) (n.d. p.19), and Kanokwan Bangthong (1999) state that portfolio can be divided into four types. The first type is **personal portfolio** which shows own data such as talent, sport, hobby, pet, tour and join to activity in the community. The second type is **professional portfolio** which shows the job, such as applying for job position. The third type is **academic portfolio** or **Learner Portfolio** is the file shown learning and teaching such as aim assessment portfolio, final assessment portfolio. And the fourth type is **project portfolio** showing effort or step works in a project, or independent study, such as science project.

2.3 Characteristics of Portfolio

There are various well known characteristics that exemplify good portfolios. Paulson & Meyer (1991, pp. 60-63) state that portfolios must include learner participation in four important areas: the selection of portfolio contents, the guidelines for selection, the criteria for judging merit, and evidence of learner reflection.

Hamp-Lyons & Condon (2000, Online) offer the characteristics of good portfolios. They stress, however, that these characteristics may or may not be found in all portfolio systems equally. They mentioned that the portfolio collection judges more than a single performance. The range, which is the writer, is able to use different sentences that show off different areas of expertise and the context richness. Writers can bring their experiences with them into the assessment and the evaluation which learners can go back and revise their work. Moreover, the learners participate in the selection process

Moya -& O'Malley (1994, pp.13-36) state five characteristics typifying a model of portfolio. They say that portfolios must display comprehensiveness and be predetermined, systematic, informative, tailored, and authentic. The first characteristic is comprehensiveness, the potential for determining the depth and breath of a learner's capabilities can be realized through comprehensive data collection and analysis. The second is predetermined and systematic; a sound portfolio is planned prior to implementation. This includes information such as the purpose, contents, data collection schedule, and learner grading criteria. The third is informative; the information in the portfolio must be meaningful to all stakeholders in the process (i.e., teachers, learners, staff, and parents). The fourth is tailored; an exemplary portfolio is tailored to the purpose for which it will be used, classroom goals and objectives, and individual learner assessment needs. The fifth is authentic; a good portfolio provides learner information based on assessment tasks that reflect authentic activities used during classroom instruction.

Moreover, Thasana Khamadee. (2001. p.47) says that there are three components of portfolio. The first component consists of content, introduction, personal resume, the purpose of portfolio, objective learning. The second one includes the evident of learning which composes of good work or their favorite work, or the work that shows the development of learners. And the last one is the important evident such as evident of assessment, learner's attitude, teacher's record.

From the study, it can be concluded that portfolio has many characteristics. Portfolio can be an evidence to show the learners' ability in learning. Also, it can be a guideline for learning successfully and a material for learning that can make learners participate in the class. Moreover, portfolio can be something that helps learners to work and keep their work systematically. Most of all, it is the way of helping learners to have more comprehension in the lesson and learn with out feeling bored.

2.4 Objectives and Benefits of Using Portfolio

Portfolio can be distinguished or divided into many types, and this depends on the objective for appropriation and successfulness pointed out by the users. In terms of objectives, Edgerton et al. (1991. p. 4) identify four reasons to use college-teaching portfolio. First, it can capture the intellectual substance and "situated-ness" of teaching in ways that other methods of evaluation cannot. Second, because of this capacity, portfolio encourages a faculty to take important new roles in the documentation, observation, and review of teaching. Third, because it prompts the faculty to take those new roles, portfolio is particularly a powerful tool for improvement. Fourth, as more faculties come to use them, portfolio can help forge a new campus culture of professionalism about teaching.

Regarding advantages, portfolios can provide many benefits to users: teachers and students. As Suwit Moonkam (2001. p. 30) states, portfolio is useful to show learner work. First, learners select their interesting work and see how to improve it to be better. The second one is to reflect learners' ability. The third one is that it helps them find out a

mistake. The fourth is that it demonstrates learners' successful work to his parents. And the fifth is to evaluate learners' progress at the end of the year. In terms of assessment, Somnuek Nontichan (2001. p. 45) points out that portfolio can be authentic assessment which helps teachers to evaluate the learner's complex skills in terms of considering a work and solving problems in his/her daily life.

Department of Curriculum and Instruction Department, Ministry of Education points out that portfolio and process of collecting portfolios is a strategy to gather learners' work and data. It is an evidence to show what learners have learned. It is used as authentic assessment, showing a learner good point and progress in learning development, in terms of development behavior and participation with their parents.

Kadnang Maneesri & Kanuengsuk Maneesri (2003. pp. 26-27) mention the benefits and the reasons for managing portfolio, for instance, to reflect the course design for teaching method directly, to be a tool for discussing between teacher and learner, and to compare learner work. In other words, it seems to be lenses for analyzing work in the future. In this case, teachers can point out the strength or the weakness, and then teacher should use that point to solve a learner problem.

The Development of Human Resource Project in Krabee (1990. p. 47) states that there are many advantages of portfolio:

1. To increase motivation of learners
2. To develop high level of academic skill for learners and developing team work for achievement
4. To change learning from abstract to concrete and evaluating learners' ability in many aspects
5. To show the progress of learners and they can always improve their learning
6. To be useful for learners' lives in authentic conditions
7. Learners realize in participation of learning processing, solving problems, analyzing data or gathering the data of casual teaching

8. Learners have opportunity to express of production and change their idea with their parents or other people
9. Learners are able to tell about their knowledge and know how to evaluate their works

Likewise, Wandee Chunchawathayanon (1997. pp. 49-54) states that there are many advantages of authentic assessment by using portfolio:

1. To increase the motivation and to show, create, and produce learners' works by themselves
2. To elicit knowledge from many subjects and experience in the real world and apply it in daily life
3. To learn from significant situations, exchanging experience and co-working with other people
4. To know how to consider, determine, improve and be confident and proud.
5. To accept other opinion and be reasonable. The sixth is to work systematically. And the seventh is to develop with most potential.

Kanchalee Chuwongloes (2000. p. 48) states that there are advantages of portfolio. That is, it is a good tool to follow the progress of teaching, learning and supervising learning evaluation. Also, it is the source of gathering learners' works which supports learning process through practicing creative learning. It also stimulates or encourages learners to achieve.

2.5 Strategies of Assessing Portfolio

Department of Curriculum and instruction Development (1999.pp. 101-102) indicates that:

Assessing portfolio is one way of authentic assessment which collects and makes evidence of learner's work. Both teacher and learner survey together for gathering work, creating documentary and assessing learning process. These ways open up learners to co-operate measuring and assessing in their work, which will help learners to understand and to improve their work clearly.

Development of Human Resource Project in Krabee Province. (1990. 2) defines the meaning of portfolio assessment as sample of learner's result of work. In this case, their works are what expresses their effort, progress, and achievement of learning. In their collection of work must give an opportunity to participate in choosing content, setting criterion to choose, consider and express the feeling to the result of work.

Randall et al. (1987. p. 45) offer basic approaches of portfolio assessment. Firstly, it is analytic scoring means isolating the work and gathering the score which find the mean of the whole portfolio. Secondly, it is holistic scoring means which focus historic approach of the whole work by comparing with criterion that describe the description of works in each qualification level from the highest to the lowest.

Paulson (1990. p. 5) offers a way to assess portfolio. The first one is to check the qualification of portfolio to know. This is the work that responses the statement goal, there is a reflection of product data and the caption of the work, such as explaining what is this work, why to choose this work. The second one is to consider the progress and achievement of the work whether it is fulfill of the goals. And the third one is to solve the problems of a less data of work.

Valencia (1994. p. 73) offers the suggestions for teachers to suggest learners what to be gathered in portfolio. Learners should make a summary sheet to clarify the work and should revise the work and administrate their work effectively for checking its progression or inefficient. For Moya & O'Malley (1994. Online), the proposed portfolio assessment model for ESL is to identify the purpose and focus of the portfolio procedure, to plan portfolio contents, to design portfolio analysis, to prepare for instructional use, to identify procedures and to verify the accuracy of the information to implement the model.

In one model commonly observed in schools, each teacher maintains learner portfolios to track the ESL learner's achievement in his or her class. Assessment information is not

shared or linked between teachers or classes. This model, though popular, is not the optimal application of portfolios as authentic assessment. To be authentic, it is important that an assessment technique demonstrate learner growth and achievement in a multi-dimensional manner. Therefore, a more viable model is one in which all teachers who teach ESL learners contribute to the learners' portfolios.

2.6 Steps of Authentic Assessment Portfolio

Kanchalee Chuwongloes (2000, p. 49) cites the step of authentic assessment of portfolio into several steps: setting the portfolio objective, gathering learners' work, selecting learner work, creating learners' work, reflecting of learners' work, checking learners' ability, evaluating learners' work, constructing the relationship between learner work and authentic assessment, making the valuable learners' work, and promoting the learners' work

Chaiyapruerk Sereerak et.al. (n.d. pp. 21-22) offer three ways of authentic assessment by portfolio as follows:

1. Learners collect their work and select their work to do portfolio. They need to reflect their opinion about their work and evaluate it.
2. Learners have to plan to do their work, gather their work, select their work, reflect their opinion about their work, evaluate and show their work with pride to the others.
3. Learners have to plan to do their work, gather their work, select their work, interject their work, reflect their opinion about their work, inspect to self-assess, connect and conference with others.

As can be seen the advantages of portfolio. That is, a good tool to follow the progress of teaching, learning and supervising learning evaluation. It can be outlined in the related research.

2.7 Related Research

There are many research studies on the use of portfolios. For instance, Paulson (1990 P. 40) interviewed eight teachers and four administrators/counselors in primary school that joined KEEP (Kamehameha Early Education Program) project in Hawaii that used portfolio for developing reading skill. They discovered that the teachers applied the basic of evaluation and the original technique for teaching because of their familiar and facilities. Hilly (1993) studied reflection of the Grade Two learners by observing and interviewing them. He finds that the process of gathering data is important for learners who assess themselves in terms of making them know their good and weak points.

From analyzing the use of portfolios, Preya Konkaew (2001) finds that learners have more reading skill in English higher than previous experiment. Moreover, they have writing skill in English to reflect the idea in the middle and have development to increase writing skill. Furthermore, self assessment, friends' and teachers' evaluation are positive.

Srikakarinthamawit University offers the style of teaching exceptional children by using portfolio in Sribakarinthamawit School for demonstration. The result of the research is beneficial for learners. Assessment by using portfolio can be applied to use in objective learning. Moreover, learners are able to know their development from seeing their portfolio.

Somchai Mingmit (1996. pp. 19-20) studied the developing of assessment by using portfolio in Prathomsuksa 5. He finds that learners who were assessed by using portfolio are better at English. Likewise, Chairit Siladet (1997. p 68) finds that learning by using portfolio makes learners developing four skills by themselves.

Nevertheless, Randall, Lester & O'Daffer (1987. p. 37) state that there are two problems in using authentic assessment portfolio. Firstly, if there is less data, evaluation of learners progressive will not be clear. Secondly, if there are more of data, it is not clear

between evidence and objective of portfolio. To solve this problem, teachers should always advise learners to know about objective and evidence that they should collect.

In this case, Smiley (1993) suggests that if this evaluation is effective, teaching and assessment should be changed in the followings. He finds out that teaching and evaluation should be adjusted for learner's need and use appropriately, not to limit the curriculum. Moreover, teacher and learners should cooperate in evaluating and learning. In addition, teacher use varied teaching methods to motivate learners and limit the benchmark for achievement of reading and writing skills. It is necessary for a learner to find that teachers appreciate his/her succeed in assessment so that learners will be happy to join the activity. This can make the atmosphere of learning and teaching better.

Based on the discussion of literature and previous related research, it can be seen that portfolios can be used efficiently in language learning in EFL classroom. This inspires the researchers to investigate how portfolios can be used in Thai classrooms. In order to do this, the study designed a research method and conducted the research as described in the following Chapters III and IV.

