

Using Portfolio Assessment in a Pakistani ESL Classroom at the University level

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Abstract

In Pakistani context, traditional assessment approach is practiced for teaching and testing writing although it is considered less effective. In fact, educationists have proposed different alternatives and portfolio assessment is one of them. This action research aims to examine the efficacy of portfolio assessment in Pakistani ESL classrooms for learning and teaching of writing skills. For this, 25 undergraduate students of Mathematics Department, University of Karachi, Pakistan, were taught writing skills through portfolios, which were assessed by providing detailed feedback on weekly basis. Also, students' controlled but anonymous feedback was taken on exit slips after every writing class. The findings revealed that it is a useful alternative which makes learning and teaching of writing easy for learners and teachers both since it helped learners to improve. It also taught them the significance of feedback and they benefitted from it too as there was a noticeable difference between their first and final drafts. Even their later write-ups were very much improved as they worked on the provided feedback and took the feed forward. Therefore, this study serves as a source of motivation for the teachers who are resistant to use portfolio assessment for writing skills in Pakistani ESL classrooms.

Key words: Assessment for learning; Portfolio Assessment; Feedback; Feed-forward

Abbreviations:

AoL: Assessment of learning; AfL: Assessment for learning; and AaL: Assessment as learning

Introduction

Assessment has a major role to play in the teaching and learning process. However, the purpose of assessment varies as it aims to award degrees or certificates while in some cases it intends to promote learning and sometimes helps to know how to learn. These purposes are widely known as three approaches of assessment; namely, AoL (Assessment of learning), AfL (Assessment for learning) and AaL (Assessment as learning) (Carless, 2011; Earl, 2003). Nevertheless, in Pakistani context, majority of the teachers focus on summative testing, i.e. AoL, since the purpose of assessment in our context is to grade students. Talking specifically about writing which is considered as the most difficult skill to master for ESL/EFL learners, using AoL only is insufficient (Khan, 2011; Mashori, 2009). Further, traditional writing tests in language courses do not reflect learners' actual writing ability as Bachman (1991) also stated that the kind of tests learners undertake can affect their performance.

On the other hand, process approach to writing does not focus on end-product unlike traditional examinations. Birjandi and Tamjid (2012) believed that teachers must move from the traditional tests to some performance-based tests. In particular, the emphasis is on improving the standards of teaching, more specifically teaching writing, because writing is not a product instead a process. In process approach, steps are followed and in order to teach those steps one has to adopt the formative assessment methodology so that every step can be monitored. Shepard et al. (2005) described formative assessment as "assessment carried out during the instructional process for the purpose of improving teaching or learning" (p. 275). Looking at this more explicitly, many researchers started experimenting with portfolio-based approaches as an attractive alternative to writing assessment and by the late 1980s, it came out as a multiple-purpose tool for both teachers and learners (Park, 2004).

Portfolios are defined as "a collection of texts the writer has produced over a defined period of time" (Hamp-Lyons, 1991, p. 262). In other words, it can be viewed as a proof of learning or

improvement over time as it provides a detailed record of the activities learners were involved in throughout the course. Furthermore, it works as an effective learning tool for learners because it helps them determine their writing abilities and inabilities through self-assessment, peer-assessment and teacher's feedback (Lucas, 2008). Giving feedback does not mean the end of teacher's responsibility. In fact, it is where the teacher's responsibility actually starts as through portfolio maintenance they get to know about learners' deficiencies, which can then help them alter their teaching strategies accordingly or to slow down their pace and focus on a particular sub-skill. Therefore, this portfolio assessment serves as assessment for learning because learners are assessed with the purpose of being taught rather than being tested. Also, it provides room for the modification of pedagogical practices on the basis of learners' needs.

Moreover, feedback acts as the backbone of formative assessment as it tells learners about their performance that can have a direct impact on their future developments (Hattie, 2009; Luik, 2007). Immediate feedback can have a more positive impact as Hattie (2009) states that feedback is actually productive when learners get to know about the accuracy or inaccuracy of their answers as quickly as possible. On the contrary, delayed feedback can be overlooked and it may not leave any room for feed-forward. Basically, the purpose of feedback is to fill the gap between existing knowledge and recommended knowledge of a learner (Ellis, Loewen & Erlam, 2006).

Nevertheless, portfolio assessment seems very challenging for many of the Pakistani teachers; therefore, they completely rely on traditional teaching and testing system and they do not want to experiment further (Mashori, 2009). In addition to this, the imposition of prescribed curriculum and assessment system do not allow the teachers to adopt contemporary approaches. "The shortcomings in the curriculum, examination, inefficient teachers, methods and techniques" are some of the issues in the Pakistani education system due to which imaginative writing is not promoted in classrooms (Warsi, 2004, p. 1). Similarly, according to Siddiqui (2007), if teachers are willing to develop this writing ability among their students, they face the other challenges like "large-size classes, lack of resources, untrained teachers, fixed syllabus or forty minutes duration for class" (p. 161). In spite of all these hurdles, if they do, they teach writing through product approach expecting the learners to create masterpieces at once. Furthermore, there is no room for feedback and many of the teachers just grade or score the end-product as it saves their time and energy too. Hence, this issue needs to be given importance by using alternative methods of assessment that are effective in teaching and assessing writing skills as this can provide a room for improvement through feed-forward. Besides this, successful implication of the portfolio assessment as an alternative for teaching and assessing writing skills will benefit the other teachers teaching writing skills to the ESL learners.

The purpose of this research is to adopt alternative assessment approach, more specifically portfolio assessment to teach writing skills to the Pakistani ESL learners and study its usefulness and impact on teaching and learning. Thus, it aims to seek answers to the following research questions:

1. How can the implementation of portfolio assessment improve undergraduate students' writing?
2. What are the learners' beliefs and attitudes towards portfolio assessment?
3. How does the feed-forward help teachers and learners?

Literature Review

Previously, many research studies have been conducted in the field of alternative assessment, particularly related to writing, which have favoured process approach to writing and portfolio assessment (Forutan, 2014; Lam, 2008; Romova & Andrew, 2011). Therefore, this section deals

with the review of a few of those research studies that were carried out in both global and local context.

Alderson & Banerjee (2001) defined alternative assessment as opposite to traditional testing because alternative assessment is less formal and not taken at specific time, which makes it formative in nature and it has positive backwash effect. For instance, Forutan's (2014) comparative study evaluated EFL learners' performance in a traditional writing assessment and alternative writing assessment. The results uncovered that alternative assessment improved the content, style and organisation of the essays written by those learners as they followed a process where the feedback was also given. Further, the learners exhibited a positive attitude towards alternative assessment. This research showed the effectiveness of alternative assessment approach.

Earlier, Short (1993) gave a number of alternatives for assessment such as 'performance-tasks, portfolios, interviews and checklists'. More specifically for the writing purpose, Song & August (2002) in their quantitative study found out that if non-native English learners are evaluated through portfolio assessment rather than standardised final written test, they are more likely to pass their English courses. They stated that portfolio assessment is a suitable alternative for ESL learners. Likewise, Nezakatgoo's (2011) quasi-experimental research disclosed the same results that portfolio assessment has a potential to improve writing in terms of mechanics and learners score high if they are taught through portfolio assessment. In another study, Lam (2008) shared his experience of using portfolio-based assessment, where the students were given proper feedback both oral and written. Through his experience, he found out that writing portfolio serves as an effective assessment tool in assessing learners' language. One of the reasons for this effectiveness of portfolio assessment is feedback because it serves as the most powerful assessment tool to enhance learning (Hattie & Timperley, 2007).

Lucas (2008) in her qualitative study analysed the reflective essays written by university students to evaluate their performance. During the term those students maintained a portfolio which later helped them improve the identified language problems and their communicative skills. She discovered that through portfolio assessment learners were able to identify their linguistic problems. Hence, portfolio assessment promotes autonomous learning that is also proven with one study of Romova and Andrew (2011), which examined the use and benefits of portfolios by interviewing 44 learners enrolled in academic writing course. The results revealed that learners did not only benefit from the provided feedback but portfolio itself taught them about the importance of prewriting, outlining, editing and proof-reading. Alderson & Banerjee (2001) in their review article, pointed out that writing is a process that involves several stages like 'planning, editing, revising and redrafting', which is the complete opposite of what traditional writing tests offer. It gives an opportunity to the learners to know about their learning.

In addition to this, portfolio assessment is much favoured because of the feedback. However, research has shown that sometimes students do not read it or if they do, they do not understand it. For example, Havnes, Smith, Dysthe, and Ludvigsen's (2012) mixed method study disclosed that the teachers give feedback along with the grades on assignments only if they are complete. Moreover, they had preconceived notion that their students use the given feedback, but the students said that they rarely do it as their teachers never refer back to it in their teaching. This study showed the ineffectiveness on teachers' part. Price, Handley, Millar, and O'Donovan (2010), in their study revealed that many of the students take feedback as an insult if tickbox feedback is used. Therefore, feedback should be formed in a way that it brings back learners' active involvement in it and opens up the doors of learning. For instance, Zhang and Zheng

(2018) studied the methods and usefulness of feedback in a UK university setting. The findings disclosed that the students' work was praised regardless of mistakes and errors and some feedback for improvising their drafts was also given. Besides this, the students knew that the feedback they get is to be taken forward to improve the standard of their future assignments. Similarly, the survey-based study carried out by Dawson, et al., (2018) disclosed that teachers and learners both know that the aim of feedback is improvement. Besides, learners had a belief that detailed feedback has more worth.

In Pakistani context, Khan (2011) carried out a research through collecting data from the students, who were in-service school teachers. The study showed that Pakistani English language teachers do not teach creative writing; instead the focus is on memorising stories and essays from the provided notes or books. In fact, those teachers were unaware of the approaches used for teaching writing in western educational setting. She also identified that those teachers correct their learners' mistakes by themselves. The critical review of this study reveals the ignorance on teachers' part. It also shows that these teachers hamper learners' learning and improvement through giving direct feedback. On the other hand, Thomas (2012) revealed no difference in the beliefs of trained and untrained teachers about classroom assessment. The teachers were used to employing traditional methods because they lacked confidence in adopting those alternative techniques of assessing writing. To be critical, it questions the impact and benefit of training because those trained teachers were reluctant to use learner-centred assessment.

As reviewed in this section, many teachers have experimented portfolio assessment for writing skills in global context and ample studies have been published too. On the contrary, in Pakistani context, hardly a few studies have been conducted on teaching and testing of writing. The review of literature has shown that in local context, there are no research studies on portfolio assessment. Hence, this study is an attempt to fill that research gap.

Methodology

The design for this qualitative study is action research. Since I am a teacher, I decided to experiment this portfolio assessment in my own classes rather than being an outsider somewhere else. Therefore, I am one of the participants. The sample was drawn from 25 students who were in first year studying EAP as a compulsory course at Mathematics Department, University of Karachi, Pakistan. Primarily, the consent was taken from the students allowing me, as a teacher-researcher, to conduct this study in my classes for a period of eight weeks. When their writing proficiency in English language was determined through their first write-up, it was observed that many of them had limited English proficiency, which means they could not write more and they had issues in grammatical construction and vocabulary. The participants were then orally given all the details about portfolio and its maintenance as they had no prior experience of maintaining portfolios.

Two instruments were used to collect the needed data for this study. Firstly, students were asked to maintain writing portfolio carrying all the write-ups from unstructured free writings to structured essays. These write-ups were assessed on weekly basis in terms of mechanics, style, content and organization for which detailed feedback was given every time. After each feedback session, I focused on particular sub-skills, which were seen more problematic, like grammar (word classes, subject-verb agreement and tenses), punctuation, cohesive ties etc. Then the students were encouraged to revise their drafts and keep all of them in the portfolio. Nonetheless, their write-ups were never graded at that time as the purpose was AfL, not AoL. Secondly, along with this document analysis, the participants were asked to provide their anonymous feedback on exit slips at the end of every writing class. Though, this feedback was controlled as they were

always given a purposively chosen question (See Appendix A). It, first, helped me reflect and plan my lessons. Later that feedback was analysed thematically keeping the research questions in mind. Following research ethics, learners' names were removed from all the collected data and it has been coded using their initials.

Analysis and Discussion

Primarily, the learners were unaware about writing portfolio, so I discussed the concept of portfolio assessment and told them its advantages. They were made to realize the importance of portfolio assessment and how it is going to be beneficial for them. They were told that two to three writing classes are not sufficient for learning to write. I did not try to impose it on them as I believe, learners should know the purpose behind each strategy of a teacher. Initially, in order to facilitate them, I decided not to point out all of their mistakes. Secondly, they did free writing on the topics they like. The rationale behind this was to see their interest and they wrote on different topics. In fact, some of them discussed several topics in one write-up. This helped me select a few topics for further writing classes. Some of the topics were related to science, honesty, schooling, social media, and transport etc. I formerly used direct feedback then moved to focused feedback by pointing out their major mistakes or the areas I wanted them to focus on. Later with mutual understanding, we developed a key and I started giving metalinguistic feedback. Metalinguistic feedback is a type of corrective feedback in which codes are assigned according to the nature of the error (Ellis, 2009).

There are many advantages of using the portfolio as a form of assessment (Lucas, 2008) when used on a small scale. Problems tend to arise when it involves bigger scales because the grading and feedback process become more complicated when many students are involved. Occasionally, feedback may become coloured by subjectivity thereby affecting the validity and reliability of using the portfolio as an assessment technique. However, as suggested by Herman, Gearhart, & Aschbacher (1996), properly developed instructions and criteria can guarantee reliability in the evaluation of the portfolio. Therefore, I designed a set of criteria at the beginning of this study. Later part of this section deals with the analysis of the data collected through students' written work and feedback slips. The analysis is structured into three sections, which are divided on the basis of the research questions posed earlier.

RQ1: How can the implementation of portfolio assessment improve undergraduate students' writing?

Portfolio assessment is a continuous process; therefore, I believe it helped the learners develop their writing ability as they wrote through a process approach which helped them gather content at first place so that they do not run out of ideas. Bachman (1991) stated that planning is a part of any task. Thus, preparing an outline for each write up helped them improve organization of their paragraphs and essays, and they really learnt to make a comprehensive outline (See Appendix B). These findings are in line with the earlier literature, which showed that alternative assessment helps to improve the organisation and content of students' writing (Forutan, 2014). The learners also learned the importance of writing through a process approach. Below are a few of their comments:

'Making outline helps me more in writing because I usually run out of ideas while writing' (HA)

'I believe my final version of the essay is better and it is because I wrote many times' (MM)

Besides this, it helped them improve their grammar because it was an on-going process and they were made to revise their drafts due to which they got enough chances to practise certain elements of grammar (such as subject-verb agreement, tenses, run-on sentences, prepositions,

articles etc.), vocabulary and sentence structure (See Appendix C). The learners were also able to see their improvement as two of them commented in response to one of the questions:

'Yes, I noticed many mistakes and found final draft more improved than first draft as many grammatical and tense mistakes were corrected' (IF)

'There is a big difference between them, first draft has a bulk of mistakes but last one is more properly structure and better' (AS)

Further, the students accepted that writing portfolio has taught them word order and they are able to make meaningful sentences. In addition to this, it was observed through their write ups that portfolio assessment has taught them how to use different discourse markers and give examples to support main points (See Appendix D). William (2011) also drew a conclusion that assessment has the potential to support learning. In fact, students realised it too. Here is a comment made by a girl: *'At first, I used to write without using connectors and without giving examples. Now that I wrote with it, my essay becomes presentable, interesting and my writing has improved' (HA).*

Thus, I think that this continuous process of writing helped them progress as they all were given timely feedback and as a result their writing ability improved.

Nevertheless, portfolio assessment did not work equally well with all the learners as there were a few students who had very limited English proficiency due to which they could not write more. I tried to help them at every step but because of a number of students and limited time during the class, sometimes they were ignored as I had to give equal time to every learner. Also, there was no possibility of one-to-one mentoring since they had consecutive classes of other subjects too.

RQ2: What are the learners' beliefs and attitudes towards portfolio assessment?

The students' anonymous feedback on exit slips revealed different attitudes, which I have categorised into three phases. Initially, the learners were very much reluctant as they did not like the idea of maintaining portfolio. I think this feeling was there because they were not habitual of writing anything of their own, which they indirectly accepted in my classes too when they said they had always reproduced learned essays. Also, they lacked writing skills as when they were asked to write for the first time, many of them could not write more than 5 lines (See Appendix E). They had a belief that English compulsory course does not require them to write anything as one of them stated, *'I don't understand why we write. My seniors don't write in their English classes' (SU).* In fact, when they were told that they will be maintaining a portfolio, many of them did not agree with this and requested for 100 marks exam. I think it was only because they were habitual of traditional method of assessment. Then I had a discussion with them where I told them that they are much capable and they should give a chance to themselves. I stated that writing is a process and a single exam cannot measure their writing ability especially when you have exam anxiety or you are in stress while taking your exam. They were also motivated extrinsically as I said this portfolio assessment will help them score good marks.

However, after two to three write-ups came the second phase where their perspective changed and many of them felt confident and started liking it. I feel it was all because they were writing on the topics of their choice as Bachman (1991) mentioned that performance can be affected by the choice of topics. They had a feeling that they are becoming less hesitant and now they can write more easily. I believe this was right because it was evident from their writing as they started writing longer paragraphs. Talking particularly about their attitudes, many of the learners thought that it was a time consuming activity, but, at the same time, they also agreed with the fact that this is actually helping them. They realised the significance of maintaining the portfolio

and they started seeing it as a good use of their time. Below are some of the responses they provided on feedback slips revealing their feelings about portfolio writing:

'It's time-taking but it's good that teacher asks us to write, it will improve our way of expressing' (SU).

'I feel that it is a very positive way to express and it is good for our own betterment' (IN)

This finding corroborates the literature that revealed learners' positive attitude towards alternative assessment (Forutan, 2014). Conversely, a few of them found this writing portfolio difficult and felt stressed, but other students responded positively as they had a belief that prior knowledge helps them write more. Following are a few of the responses:

'Sometimes it is very difficult to write' (AS)

'No, it is not difficult at all. If we have knowledge about the topic, we can easily write it' (RI)

I agree that it was very difficult for a few learners. It was not because they lacked ideas but because they had very limited language proficiency. I saw them struggling through words. To address this, I started doing a warm-up activity where we used to gather all the words related to the given topic, which provided the learners with plenty of words in hand. It later helped them write with ease. Without any doubt, I can say that this was all because we have traditional system of teaching and assessing that never allowed those students write their own ideas. Instead, they had always crammed the provided notes.

Nevertheless, almost at the end of this study came the third phase, where most of the learners started believing that they have improved a lot (which was true for some of them, See Appendix F) and now this writing portfolio should come to an end. Also, they had a confidence that their second drafts were much better, so there was no need for the third draft. It was stated by one of the learners, *'I am fed up of it. It is exciting but sometimes I feel enough of it and try to rapidly complete it' (RI)*. In order to find out the reason behind this feeling, students were asked another question to which they answered that writing the same thing for the third time has made them think this way; two of their responses are quoted here:

'It was quite easy to write and I used to be excited about the feedback but when the teacher asked us to rewrite the write up for the third time, it is quite exhausting' (SK)

'Starting of every new topic is good but in the end it becomes boring' (HI)

At this point, I motivated them extrinsically by increasing the marks of the portfolio and by assigning marks for each draft. It worked positively in my classes as marks have always been students' weakness. They suddenly became interested and did not highlight it again.

Overall, they all agreed that their experience of maintaining this portfolio was good. They believed it to be a better way for assessing their writing. In fact, when asked at the end, they replied that they did not want to be assessed through traditional written exam which initially was favoured by many of them. They had a trust that they had developed in terms of their writing through this portfolio assessment.

RQ3: How does the feed-forward help teachers and learners?

One of the benefits of formative assessment is that it provides room for feedback. This writing portfolio benefitted the students mainly in two ways. Firstly, the students had enough chances to write. Secondly, they were given feedback on each write-up and every time they were asked to revise their drafts for which they had to read and interpret the given feedback because it was metalinguistic feedback as mentioned earlier.

The learners could not overlook the provided feedback because they were told that their third draft of each write-up is going to be marked. Therefore, every time the learners after receiving their writing portfolios read the given feedback and had a discussion with me and together they

worked to revise their checked drafts. In addition to this, there were a few students who separately came to discuss their mistakes, which shows their seriousness towards feedback. I strongly feel it helped the students develop their writing skills. One of the students commented on anonymous feedback slip, '*you always have room for improvement*' (SK), which shows they understand this idea of feedback, which validates the earlier research studies (Dawson et al., 2018).

Most of the students tried to work on those specific areas which were pointed out in their write-ups. Due to this not only their final drafts of the marked version were improved (See Appendix C) but also the write-ups they wrote later on carried less mistakes despite the fact that those were their first draft (See Appendix F). Moreover, it lessened my burden as a teacher because their later pieces of writing were much improved and they were actually taking the feed forward. Feed forward does not only imply the improvement of one draft but also helps to improve all the upcoming write-ups because one remembers that feed and take it forward to improve the later pieces of writing. Similarly, it is proved through other studies and papers (Carless & Boud, 2018; Dawson, et al., 2018; Peterson & McClay, 2010).

This study also revealed that if feedback is taken seriously, and learners work on it, it can improve the overall quality of their writing. In this study, the given feedback was taken forward which helped the learners improve their grammar (i.e. tense, agreement, prepositions, run on sentences, articles etc.), vocabulary, sentence structure and over all organization of the essay, which was the last write-up of the portfolio (See Appendix G). They started becoming autonomous learners as they started understanding that the given feedback is to be taken forward. In fact, while maintaining portfolios, there was a stage when students wrote first draft of their essays and submitted to me with the hope of getting the feedback on them but I just signed and returned them and they were asked to revise and produce the second draft (See Appendix G). It was then they realised the existence of feed forward as they looked for the already given feedback on their previous write-ups and took it forward and improved the second draft of their essays. Hence, I believe, this formative approach, which provided them timely feedback, facilitated many of those learners in excelling their writing abilities.

Conclusion

To sum up, considering writing as a process and introducing portfolio assessment in ESL classrooms provide opportunity to the learners to continue to write, improve and learn through this process approach rather than having a pressure of being marked, which can even hamper their learning by leaving a negative backwash effect. Also, it motivates them and promotes the idea of AaL and AfL as they were provided with the feedback which benefitted them and improved their writing and there was an evident difference between their first write-up and last write-up. It was all because they took the feed-forward. Despite being reluctant at initial stages, the learners became motivated as soon as they understood the worth of maintaining writing portfolio as Wang (2004) said that learners' wish or need to learn a foreign language would make the learners work hard; otherwise, they would not. Additionally, the findings of the study reveals that the application of the given feedback on later drafts has made them autonomous learners. Being their teacher, I realise that portfolio assessment is a very suitable alternative for second language learners as they are not proficient writers and they need to go step by step. Thus, utilizing portfolio as an alternative for teaching writing skills enhances students' confidence to continue writing and developing their writing skills.

Limitations of the study

This study was conducted successfully although there were a few limitations which became barriers in learning of a few students. Firstly, I had the very first class with them early in the morning and a few learners used to come late as they lived far away. It became a constraint as learners needed time to write especially when they were at initial stages. Had I been allotted another time slot, this would not have been an issue. Secondly, there were three to four students who were very irregular due to which they could not properly maintain portfolio, and they were always a draft behind which was very annoying as I had to guide them separately which affected the performance of other learners. Though now I feel that this limitation can be overcome by rewarding students for full attendance. Despite all these drawbacks, portfolio assessment is still recommended for it provides a true reflection of students' development in terms of writing skills.

Future Recommendations

Keeping the results of this study in mind, following recommendations are made. Firstly, if this study is replicated, duration of the study should be more than ten weeks. It will provide enough chances for learners to write, improve and reflect on their learning and to work on the given feedback more positively. Secondly, students should be given freedom to choose the topics of their choice as it affects their performance. Thirdly, in order to facilitate all the learners, time duration of each class for writing activities needs to be considered. Fourthly, learners should be asked to reflect on their learning as I feel reflections of my learners could have added more value to this study. In last, if this study is replicated, I would recommend the researcher to promote self-assessment so that learners can take responsibility of their own learning.

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APPENDICES

Appendix 'A'

- Q1. How do you feel when you are asked to write?
- Q2. Have you read the provided feedback? If yes, have you understood it? If not, why not?
- Q3. Comment on the given feedback.
- Q4. Is it really difficult to write?
- Q5. Compare your first draft and the final draft. What differences can you see? Comment on them.
- Q6. Why are we preparing the portfolio?
- Q7. Is it time-consuming or the good use of your time?
- Q8. Provide feedback on my feedback.
- Q9. Have you understood the marking criteria that will be used for assessing portfolios?
- Q10. Is it helpful to write through process approach? Explain.
- Q11. Do you prefer to be assessed through traditional written tests?
- Q12. Why do you prefer portfolio assessment as initially you were against it?
- Q13. Last time I did not give you the feedback. Did you realise how important it is? Comment on it.
- Q14. Compare your very first write-up of this writing portfolio with the current one. What differences can you see?
- Q15. How was your experience of maintaining the portfolio?
- Q16. What were the major benefits of maintaining portfolio?