

English as a Second Language learners' perception on portfolio: An effective learning activity

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This study aimed to examine the effectiveness of the portfolio as a learning activity to improve the professional writing skills of the first-year students of HNDE program conducted at SLIATE. This study was carried out on 150 students and categorized into experimental and control groups of 75 students each. The samples were the students of the Department of English at ATI Sammanthurai. To identify competence in writing, a diagnostic test was conducted on both groups. The portfolio technique was deployed for the experimental group whereas the conventional method was for the control group. Samples were instructed to submit all the learning activities assigned in professional writing contexts as a portfolio at the end of the semester. To distinguish whether there was a statistically notable difference between the groups, the independent samples t-test was administered. In order to compare the differences within the group, a paired samples t-test was directed. As per the performance in the post-test, there was a statistically notable difference among the samples due to the deployment of the portfolio which induces the students to writing skills. After the intervention program was over, a questionnaire was administered to the samples to obtain their perception of the portfolio in the context of professional writing. Using descriptive statistics, data obtained from the questionnaire were analyzed. The results demonstrated that ESL learners have active involvement in the portfolio for the assigned learning activities in the context of professional writing.

Keywords: ESL, Learning activity, Portfolio, Professional writing, Writing skills