PRE-SERVICE TEACHERS' UNDERSTANDING ON DESIGNING ENGLISH LEARNING MATERIALS USING PORTFOLIO

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Abstract

The success of the teaching and learning process depends mainly on well-designed and efficient resources. Thus, teachers' ability to design suitable and effective learning materials is pivotal in making the process successful. Even before becoming real teachers, they are compulsorily responsible for understanding material design. This study aimed to assess the participants' understanding of designing earning materials using the portfolio assessment as a component of the learning process. Through the qualitative approach, 13 participants were involved. They are students—preservice teachers—who are still studying at the English Department, Universitas Serambi Mekkah, Aceh, Indonesia. The instruments used were initial interviews, questionnaires, and triangulation interviews to enhance the primary data. In data collection, participants were asked interview questions to assess their understanding and perception of suitable instructional materials. They had 15 minutes to complete questionnaires and were interviewed again for 10 minutes. The data analysis then went on using interactive analysis. The results show that, on average, 11 out of 13 participants did not understand designing good learning materials. Then, regarding their agreement on the effectiveness of the portfolio, they mostly agree on this statement. In conclusion, portfolio assessment is worth trying to enhance the preservice ability in designing good and effective learning materials for language teaching and learning.

Keywords: *English learning materials, English teachers, Pre-service teachers, Portfolio*

INTRODUCTION

Since language education is a dynamic and continually evolving field, innovative solutions are required to raise the competency of pre-service English teachers. Among the most crucial elements of teacher preparation is the creation of effective teaching tools (Wulandari, 2019). This is a vital competence since the design of well-made materials can significantly influence students' level of interest and comprehension (Sufiyandi, 2020). Portfolio evaluation has lately been an interesting approach to improving the ability of pre-service English participants. The focus of portfolio assessment on documentation, reflection, and iterative development offers a controlled yet flexible framework that aligns very effectively with the goals of teacher preparation.

A portfolio assessment is the methodical collection of student work over time, revealing their efforts, development, and successes. This method promotes self-reflection and continuous improvement, given the complete picture of a student's competencies. Self-evaluations, peer reviews, reflective journals, lesson plans, and instructional materials could all find a place in portfolios for preservice English teachers. Using portfolio assessments, these teachers showcase their work and scrutinize the design of their teaching strategies and resources.

Among the key advantages of portfolio evaluation in teacher preparation is its ability to support reflective practice (Den Brok et al., 2002). Reflective practice is essential for professional development since it systematically helps teachers evaluate their benefits and drawbacks (Subekti, 2019, 2020). Pre-service participants are pushed to examine their instructional decisions and material design techniques as they compile their work into a portfolio. By this introspection, they better understand areas for improvement and effective instructional strategies. After some consideration, a teacher might find, for instance, that certain teaching materials were not appealing enough for the pupils; in such case, they would reorganize those materials better to satisfy the needs of the several learning styles.

Furthermore, encouraging more tailored learning is portfolio evaluation. Pre-service teachers come from diverse backgrounds and have diverse experiences and skills. Portfolios enable them to document their unique pathways and underline their distinct knowledge (Douna et al., 2015). This tailored method helps every participant grow and be valued, fostering motivation and responsibility. Pre-service participants are, therefore, more likely to commit time and effort to produce outstanding teaching materials that reflect their teaching ideas and satisfy the needs of their future students (Garrett et al., 2011).

Learning Materials in Language Teaching

The success of the teaching and learning process depends primarily on well-designed and efficient resources. Materials shape learning instructions, engage students, and support learning. Dealing with instructional objectives and different student needs depends on knowing material design and selection. Textbooks, for example, methodically teach grammar, vocabulary, reading, writing, speaking, and listening (Laurillard, 2021). Well-designed textbooks sometimes have online extras, workbooks, and teacher's manuals. With these tools, teachers may plan and present coherent lessons. Textbooks might not satisfy every student's need, so depending on them can be limited (Boonen et al., 2014). Digital technology has changed tools for teaching languages. Digital resources are e-books, language learning apps, online exercises, interactive

websites, and virtual classrooms. Nonetheless, digital resource efficacy depends on material quality and fits into a comprehensive instructional strategy. Videos, podcasts, and interactive whiteboards are still tools teachers can use to assist in language instruction, but teachers must make the learning process more interesting to keep students involved throughout.

Primary learning materials, flashcards, workbooks, games, and role-playing activities support language abilities (Harsono, 2017). Flashcards support memory and vocabulary. Customized worksheets let pupils practice more. Language games support fun and active learning. Role-playing real-life dialogues helps students become confident and fluent. All of these kinds of materials demand that teachers be accountable for their excellence, as well as their presentation and organization (Yunus, 2020).

Making decisions and designing adequate learning resources becomes tricky considering all the factors (Singh et al., 2021). Teachers must weigh the relevance, appropriateness, and conformity with materials' curriculum standards and learning objectives (Saleem et al., 2021). To serve a varied student body—including special needs children—teachers must consider material accessibility and inclusion carefully. Making original materials calls both time and money for teachers as well. Striking a mix between custom materials and current resources calls for imagination. Teachers can overcome these obstacles and improve their material design skills through professional development and cooperation.

Portfolio Assessment

Portfolio assessment tracks and evaluates student work. It shows student growth, accomplishments, and areas for improvement (Marsegi et al., 2023). This strategy promotes introspection, self-evaluation, and active learning in teacher preparation. Portfolio assessment relies on formative evaluation, emphasizing feedback and development over judgment. Written assignments, projects, lesson plans, reflective journals, and multimedia presentations demonstrate student growth. Teachers can assess a student's skills and growth by evaluating both process and result with this comprehensive method (Mantra et al., 2021).

Portfolio assessments help teacher development. Portfolios demonstrate students' skills, knowledge, and abilities through work and learning reflections. This method encourages students to evaluate their education, identify their strengths and weaknesses, and plan for improvement (Tong, 2023). Professionally growing preservice teachers need this reflection. Portfolio assessments encourage student ownership and learning through choice and review. Portfolios give students personalized feedback based on their learning path. Since portfolios are longitudinal, teachers and students may track progress and identify areas for improvement. Portfolios show achievements and opportunities for improvement, interacting with participants, parents, and others.

Portfolios must be reviewed numerous times to ensure efficacy and learning goals (Mues & Sorcinelli, 2000). Planning, artifact acquisition, reflection, evaluation, and critique are involved. Portfolio assessment begins with careful planning and goal-setting. Selecting talents and creating portfolio objectives is up to teachers. These goals should explain portfolio goals and artifact selection and evaluation criteria to students. The portfolio in a teacher preparation program may emphasize lesson planning, classroom management, and reflection.

Students collect evidence representing their growth and study. Homework, projects, lesson plans, classroom observations, and multimedia presentations are artifacts. Artifacts must meet criteria and goals (Mahardika et al., 2024). Students should choose documents showing their best work, learning, and growth. Regular entries keep the portfolio current. Reflection is needed for portfolio review. Students should frequently review their chosen materials, reflecting on what they learned, how they applied it, and their obstacles. These concepts can be documented in notes, articles, or videos. Teachers might ask questions or give tips to encourage more profound thought. Students could evaluate a lesson plan, identifying what worked, what should be improved, and how.

Portfolio grading uses comments. Teachers should scrutinize concepts and objects. This critique should identify strengths, weaknesses, and growth opportunities (Hamilton, 2020). Encouragement of students to improve their work after feedback will aid progress. For instance, lesson plan comments can highlight successful methods and suggest alternatives for classroom conduct. After the assessment session, students review their portfolios to make any last-minute revisions and prepare for the presentation. This could be a formal speech, digital exhibit, or summary. At the final review and presentation, students can demonstrate their progress, clarify their understanding, and celebrate their triumphs.

Although portfolios help, they address specific challenges. These include time and cost constraints, consistency and objectivity guarantee, student portfolio building, and digital portfolio technology. Working with colleagues to share materials and opinions, asking students about their interests and preferences, and using technology to create interactive and multimedia-rich portfolios can help teachers overcome these problems. Schools and other learning institutions should provide staff development opportunities (Boholano et al., 2022).

As the niche of this study is vital to present, pre-service teachers in this study refer to students who are still studying in the 7th semester—who were involved in the Microteaching Course—at English department students of Universitas Serambi Mekkah, Aceh, Indonesia. Understanding portfolio assessment can aid them in producing effective materials; another is still much needed for preparation. Still, they regularly face various difficulties while creating instructional tools from portfolios. Their inexperience is one of the main problems. Preservice teachers might have little experience producing successful and enjoyable teaching resources as they are still in their early employment phases (Marsegi et al., 2023). Still, another significant difficulty is time management. Preservice teachers must balance coursework, instructional experience, and portfolio building. Often, the result of the overwhelming strain to balance these obligations is hurried or inadequate work (Guarino et al., 2006). Apart from that, portfolio development depends much on technological ability. Making digital portfolios calls for mastery of many digital tools and programs, which preservative teachers might not yet possess. This technical element can have a steep learning curve, which increases the difficulty of producing instructional resources at another level.

Furthermore, portfolios are usually assessed using particular criteria, so preservice teachers could find it challenging to show their competencies inside these structures clearly. The necessity of reflective practice and self-evaluation sometimes aggravates this challenge. Finally, excellent content expertise is necessary to guarantee that teaching tools are accurate, current, and compliant with curricular requirements. Still developing their knowledge base, preservice

participants could find it difficult to create materials that satisfy these requirements (Wulandari, 2019).

There are various linked reasons why this study is regarded as important. First, since the skills of pre-service teachers must thus be improved to increase educational performance, there is an increasing demand for certified English teachers. Good English education given by well-crafted learning resources helps students to be globalized. Second, teachers must be skilled in producing a range of fascinating learning resources as education becomes more customized and student-centered (Laurillard, 2021). Modern classrooms are characterized by developing tailored learning resources for different needs and learning styles, which a portfolio helps achieve. Thirdly, the growing technology and digital learning tools bring benefits and drawbacks to teachers. Using portfolio evaluation, exploration, and documentation of their technological use, pre-service teachers' technological proficiency and readiness for modern classrooms improve (Yunus, 2020). At last, in education, professional development and lifetime learning are beginning to garner more respect.

This subject has been investigated in several studies earlier. First, it is a study by (Lestari (2016). This study aimed to assess the design of the portfolio evaluation and produce the portfolio assessment as a component of the learning process. Research methods and development applied were ADDIE models—analysis, design, development, implementation, and evaluation. The research results followed this: subject-matter experts, media experts, and teaching experts' evaluations; the results of a draft assessment portfolio created using Relational Database Management Systems and Hypertext Preprocessor software revealed that it was 90% qualified for use in the learning process. This study's relevance comes from constructing an evaluation tool based on a web-based portfolio to assess student learning. Second, it is Afriadi's (2021) research. His research examines how teachers evaluate their adaptive portfolio to apply fixes derived from portfolio learning. By matching and comparing the aspects of several similar studies using predefined criteria, one reaches a single conclusion using the matching approach. The results suggest that the participants feel that establishing a portfolio is more complex than expected. Finally mentioned in this study is Sulistyo et al.'s (2020) research. Their study aimed to ascertain how students felt about portfolios and whether using portfolio assessment changed their writing abilities. It gathered data using a quasi-experimental research approach, a questionnaire, and two writing exams. The results show that using portfolio assessment helped the students write better. It was also demonstrated that the pupils understood global issues, including organization and content. The questionnaire results showed that secondary school students felt positively about applying portfolios in instruction and learning.

Nevertheless, such portrayal of prior studies above is inadequate as it has not been subjected to the pre-service teachers—which is as crucial as in-service teachers about the experience provision toward the teaching process and its success. This is regarded as the gap this study revealed. Therefore, the novelty presented is to learn more about the knowledge of the preservice on the efficiency of portfolios in guiding their creation of appropriate learning tools. The research question is: To what degree do preservice teachers understand about designing English learning materials using portfolios?

METHODS

Research design

A potent technique for investigating respondents' knowledge and understanding, qualitative research design lets one investigate their experiences, impressions, and insights in great detail. This method emphasizes depth over breadth. Hence, it is beneficial when researchers want to find how respondents grasp challenging ideas or procedures (Whittemore et al., 2001). The flexibility and adaptability of qualitative design are among the main advantages. Researchers might use in-depth interviews, focus groups, and participant observations to get comprehensive information (Thuv, 2023). For instance, in-depth interviews allow researchers to closely explore respondents' ideas and emotions, offering a whole picture of their knowledge and perspective. Furthermore, qualitative research design reflects and is naturally iterative. Researchers consistently improve their techniques and interpretations based on constant data collection and analysis. This iterative procedure guarantees that the study stays sensitive to the complexity of the respondents' perspectives and lets fresh ideas develop during the investigation. It also underlines the need for reflexivity, in which researchers critically review their prejudices and impact on the study process, thereby strengthening the validity and reliability of the results.

Participants

The participants in this study were 13 students at the English Department, Universitas Serambi Mekkah, who were taking a Microteaching Course. They were taken as following the characteristics of criterion sampling. The criteria are: a student at FKIP English department who is already taking educational courses (ELT Curriculum Design, Educational Psychology, Educational Assessment, and School Internship) and a Microteaching Course. By being eligible for these criteria, the participants have already taken major courses that informed them about the importance of designing suitable materials in the teaching process and about portfolios. As highlighted, this study did not involve experimentation; it only explored the participants' degree of understanding as FKIP students concerning learning materials. Thus, it still went on with its qualitative nature.

Instruments

This study used three types of instruments: interview tests, questionnaires, and interviews. All instruments were constructed using grounded theories based on Brown's (2004), Harmer's (2007), and Richards' (2001) theories on reading materials; thus, it has met the face and construct validities. The test consists of 15 multiple-choice questions to measure students' understanding of designing learning materials—specified for reading only. Later, the questionnaire examines how portfolio assessment affects pre-service English teachers. It examines respondents' lesson planning skills and instructional resource design confidence. It also identifies and improves teaching strengths and weaknesses and how portfolio assessment helps teachers discover their strengths and improve their instruction. The questionnaire also assesses the portfolio review's professional growth values, the benefits of ongoing professional growth and how portfolio assessments encourage it, proactive feedback-seeking, how portfolio evaluation encourages experimentation with instructional strategies and resource creation for different learning conditions; it further shows how the improvement portfolio evaluation has helped pre-service English teachers. Meanwhile, the interview questions were asked to strengthen their opinion on the questionnaires.

Data collection

The data collection process began with obtaining informed consent from the participants, ensuring they understood the purpose of the study and their role in it. During the data collection process, the participants were asked to answer interview questions to gather information about their understanding and perception of the importance of suitable teaching materials. Later, they were given 15 minutes to answer questionnaires. Eventually, they were interviewed for 10 minutes to triangulate their answers in the questionnaire set and the initial interview.

Data analysis

After the data were collected, they were analyzed using interactive analysis (Miles et al., 2014). This framework has three steps: data reduction, display, and verification. In the first step—data reduction, the data irrelevant to designing learning materials using a portfolio were reduced and discarded; later, the data were displayed in graphs to show compact information about the findings. Lastly, it is verified based on the literature that was brought up earlier regarding the participants' understanding of using portfolios to design suitable teaching materials.

FINDINGS AND DISCUSSION

The result of the participants' understanding is shown in the graph below.
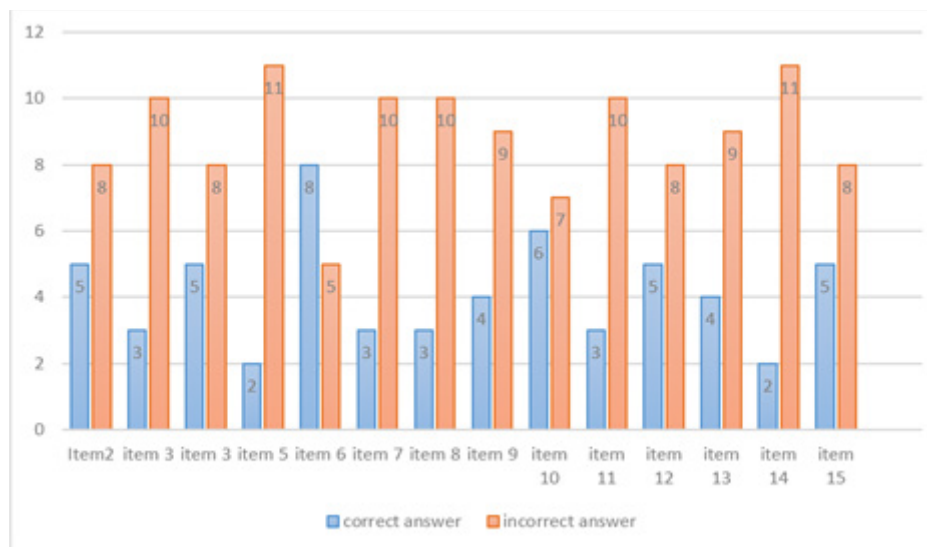

Figure 1. Results of Participants' Understanding of Learning Materials

The graph above presents a detailed account of participant responses to questions designed to assess their understanding of key concepts in designing reading materials for English learners. The relevant, irrelevant, and omitted answers for each item reveal crucial insights into the participants' grasp of these educational strategies, shedding light on areas of strength and those needing further instruction or clarification.

The primary goal of designing reading materials for English learners is addressed in the first item, with 7 relevant answers, 6 irrelevant answers, and 2 omissions. This distribution indicates

a moderate understanding among participants about the fundamental objectives of reading material design. The almost equal split between relevant and irrelevant answers suggests that while a significant portion of the respondents understand the primary goal, a substantial number may be unclear or have misconceptions about this foundational concept. The second item focuses on the essential features of effective reading materials, with 5 relevant, 8 irrelevant, and 2 omitted responses. The higher number of irrelevant answers indicates a gap in the participants' knowledge about what makes reading materials effective. This could imply a need for better instruction on identifying and incorporating essential features such as readability, engagement, and alignment with learning objectives. When considering what should be regarded as when selecting texts for reading materials, only 3 participants answered relevantly, 10 irrelevantly, and three did not respond. This distribution highlights a significant area of weakness. The high number of irrelevant and omitted responses suggests that participants may struggle with understanding the criteria for text selection, such as the text's relevance, complexity, and cultural appropriateness.

Five participants understood the importance of including pre-reading activities, while eight answered irrelevantly, and 5 omitted the question. This mix of responses indicates that while some participants recognize the value of pre-reading activities in setting the context and activating prior knowledge, many still do not grasp their importance. This misunderstanding could hinder the adequate preparation of students for reading tasks. The strategy for helping learners understand challenging texts is complicated for participants, with only two relevant responses and 11 irrelevant answers. This item stands out as a critical point of difficulty, suggesting that strategies such as scaffolding, providing background knowledge, and using graphic organizers may not be well understood or effectively implemented by many participants.

In contrast, the benefit of including post-reading activities is relatively well understood, with eight relevant and five irrelevant responses. This indicates that most participants recognize the importance of activities that help consolidate learning, assess comprehension, and encourage further reflection and application of the reading material. Questions designed to develop critical thinking skills in reading were relevantly answered by only 3 participants, with 10 irrelevant answers. This suggests a need for more focused training on creating and using questions that challenge students to analyze, evaluate, and synthesize information from their readings, rather than merely recalling facts. Cultural relevance in reading materials is another area of difficulty, with 3 relevant and 10 irrelevant answers. This highlights a significant gap in understanding the importance of cultural relevance in making reading materials relatable and engaging for learners from diverse backgrounds. Addressing this gap is crucial for creating inclusive and effective educational resources.

The role of visual aids in reading materials is somewhat better understood, with four relevant and nine irrelevant responses. While some participants recognize the value of visual aids in supporting comprehension and engagement, the majority may need more guidance on effectively integrating visuals into reading materials. Ensuring reading materials are appropriate for different proficiency levels garnered six relevant and seven irrelevant answers, suggesting a relatively balanced understanding. This indicates that while many participants can adjust materials to suit varying proficiency levels, there is still room for improvement in differentiating instruction to meet all learners' needs. Designing assessment tasks for reading is another challenging area, with only three relevant answers and 10 irrelevant ones. This indicates a need for better

training in creating assessments that accurately measure reading comprehension and provide meaningful feedback for learners. Improving students' reading fluency through specific activities was relevantly answered by 5 participants, with eight irrelevant responses. This points to a moderate understanding of practical fluency-building activities, such as repeated reading and timed practice, but also highlights the need for further emphasis on these strategies. Four participants understood the purpose of including vocabulary exercises in reading materials, while nine answered irrelevantly. This suggests that many participants may not fully appreciate the role of targeted vocabulary practice in supporting reading comprehension and overall language development. Motivating students to read more is an area of significant difficulty, with only two relevant answers and 11 irrelevant ones. This highlights a critical gap in understanding effective motivation strategies, such as offering choices in reading materials, creating a positive reading environment, and connecting reading to students' interests and experiences. Finally, teaching reading strategies effectively was relevantly answered by 5 participants, with eight irrelevant. This suggests that while some participants grasp teaching strategies like summarizing, predicting, and questioning, many still struggle with effectively teaching these strategies to students.

The table analysis highlights several areas where participants show varying degrees of understanding about designing reading materials for English learners. While some concepts are relatively well understood, others, particularly those related to selecting texts, creating culturally relevant materials, and motivating students, present significant challenges. Addressing these gaps through targeted professional development and more precise instructional guidelines is essential for improving the effectiveness of reading materials and enhancing the learning experience for English learners. The data underscores the importance of continuous assessment and refinement of teaching practices to ensure that all aspects of reading material design are comprehensively understood and effectively implemented.

Questionnaire Results
Below are the results of the questionnaires.

Table 1. Results of participants' understanding of Portfolio

Item	Likert Scale			
	1	2	3	4
1	0	0	11	2
2	0	3	9	1
3	0	0	10	3
4	0	5	5	3
5	0	4	6	3
6	2	4	4	3
7	0	5	5	3
8	0	0	10	3
9	0	5	5	3
10	0	4	6	3
11	0	5	5	3
12	0	4	6	3

13	2	4	4	3
14	0	5	5	3
15	0	0	10	3
16	0	5	5	3
17	0	0	10	3
18	0	5	5	3
19	0	0	10	3
20	0	5	5	3
21	0	5	5	3
22	0	0	10	3
23	0	5	5	3
24	0	5	5	3
25	0	0	10	3

The table shows pre-service English teachers' opinions regarding portfolio assessment. The answers expose several essential elements affecting their professional growth: skill and confidence development, reflection and feedback, creative and engaging instruction techniques, diverse learning needs, and technology integration. With eleven agreeing and two strongly agreeing, many respondents believe they are competent in creating English learning resources. Portfolio assessments also assist in identifying areas of strength, enhancing lesson design, and acquiring critical evaluation abilities. Nine, for instance, agree, and one strongly agrees that portfolios help uncover capabilities. Comparably, 10 agree, and 3 strongly agree that using a portfolio enhances lesson planning. Usually, comments from portfolio assessments are appreciated. Six agree, for example, and three strongly agree that it enhanced their teaching resources. Six agreed, and three strongly believed that creating a portfolio helped them become more reflective about their teaching strategies. Though attitudes differ significantly, with five agreeing, five somewhat agreeing, and three strongly agreeing, portfolio assessment is seen as necessary for professional development. It also facilitates more excellent knowledge of the process of curriculum building and assists one to get more organized. For instance, 6 agree and 3 strongly agree on better organization brought forth by portfolio assessment. With total agreement—10 agreeing and 3 strongly agreeing—portfolios inspire experimentation with several instructional approaches. Though replies are mixed—five somewhat agreeing, five agreeing, and three definitely agreeing—they also help produce interesting learning resources. Portfolio analysis improves the capacity to design materials meeting various learning requirements and include technology into instruction. Answers reveal five agree-upon and three highly agreeing to the technology integration proposition. Likewise, in addressing multiple learning styles, four agree, and three strongly agree.

Interview Results
The interview results are shown below. The interview was originally in Bahasa, Indonesia, but translated into English.

Interviewer: *"What, in your opinion, are the key elements that make learning materials effective for teaching reading in English?"*
Participant 6: *"I think effective materials should be interesting and easy to understand. It's*

important to use vocabulary that matches the students' level and to include activities that help them practice reading skills."

Interviewer: *"How do you ensure that your design reading materials cater to learners' diverse needs and interests?"*

Participant 9: *"I try to choose stories and articles that I think everyone will enjoy. Sometimes I ask students what they like to read about and try to incorporate those topics into our lessons."*

Interviewer: *"Can you describe a successful approach or strategy you've used to enhance reading comprehension through the materials you've designed?"*

Participant 5: *"I usually start with some questions about the story to get students thinking, and then we read together. Afterward, we talk about what happened and why. Sometimes, we act out parts of the story to make it more fun and easier to understand."*

From the interview data above, it is learned that the participants' knowledge about designing suitable materials and their importance toward the learning process is still low and needs to be empowered. While recognizing the importance of simplicity and engagement in learning materials, they focused on making texts accessible and enjoyable for students. This perspective highlighted a pragmatic approach to material selection based on perceived student interests and preferences, emphasizing readability and basic comprehension activities. The novice teacher's strategies included using student feedback to guide material choices and incorporating interactive elements like role-playing to enhance understanding. While less experienced in designing comprehensive learning sequences, this teacher demonstrated a foundational understanding of the need for student engagement and enjoyment as fundamental aspects of effective instructional design.

Discussion

This study's primary goal is to examine how pre-service English teachers see portfolio assessments and how they affect their professional growth. This research aims to understand further how portfolio evaluations affect teachers' capacities to create engaging English learning resources, evaluate their methods, incorporate technology, and cater to various student requirements.

Pre-service English participants were given a Likert scale survey as part of the procedures to collect data. Participants rated their agreement with 25 statements about portfolio assessment on a scale of 1 (strongly disagree) to 4 (strongly agree). After that, the data were examined to pinpoint significant themes and areas in which the evaluation of their portfolios impacted their professional growth.

The following is a summary of the study's factual findings. First, regarding the development of skills and confidence, many responders are confident in their capacity to provide materials for English language learners—the portfolio assessment aids in their self-evaluation, lesson planning, and development of critical thinking abilities. Second, most respondents find the feedback they receive from portfolio assessments beneficial. Pre-service teachers benefit from becoming

more deliberate about their teaching practices through the portfolios' reflective process. Third, portfolio evaluation helps improve organizational abilities, fostering professional development and providing a deeper understanding of the curriculum development process. Fourth, this learning technique supports the development of engaging learning materials by promoting the exploration of various teaching philosophies. Last, the ability to create resources that meet the requirements of a variety of learners and incorporate technology into the classroom is improved by portfolio assessment.

These results are consistent with the literature on teacher education, which highlights the value of ongoing professional development, feedback, and reflective practice. The study's findings support earlier research showing that portfolio evaluations might improve participants' capacity for reflection and self-assurance (Garrett et al., 2009). However, the study also points out areas where pre-service teachers struggle, like choosing culturally appropriate materials and inspiring pupils. These findings are consistent with those of Gopal and Singh (2020) regarding the difficulties of teaching a varied student body.

The systematic nature of portfolio assessments, which promotes introspection and self-evaluation, explains these results (Sulistyo et al., 2020). Pre-service teachers can better identify their areas of strength and growth due to the iterative process of creating and editing portfolios (Guarino et al., 2006). Although portfolios are helpful for professional development, the quality of the comments and support received during the evaluation process may impact their effectiveness, according to the varied responses evaluating the overall worth of portfolio assessment.

This study and earlier research are similar in that they acknowledge portfolio assessments as essential for encouraging reflective practice and professional development. Variations may result from the circumstances surrounding pre-service English participants, who could encounter specific difficulties with language training and culturally appropriate teaching materials.

The study's findings, which emphasize the benefits of portfolio assessment for skill development, reflective practice, and meeting a range of learning needs, support the significance of portfolio assessment in teacher education. The results highlight the need for focused professional development to address specific issues and improve portfolio evaluations' overall efficacy in preparing pre-service teachers for their future employment.

CONCLUSION

The results show a valuable tool for promoting critical self-evaluation, supporting instructional strategy innovation, and including technology in the classroom. These advantages can result in more ready and flexible teachers able to satisfy the different demands of their students. The study emphasizes the need for ongoing evaluation and improvement of teaching strategies since it shows that targeted professional development and well-defined instructional policies are necessary to raise the general efficacy of reading materials and general teaching quality. This study implies that by improving their confidence, reflective practices, and capacity to create engaging and varied learning materials, portfolio assessment greatly helps pre-service English teachers to grow professionally.

This study closes the previous gap regarding the degrees of knowledge pre-service participants

have about creating reading resources for English learners. The study shows how portfolios may improve teacher education more clearly by stressing areas where portfolio evaluation is most helpful and where problems still exist. The favorable effects on skill development, reflection, and professional development imply that portfolios can solve hitherto unmet needs in teacher preparation programs, enhancing upcoming teachers' general readiness.

It is essential to recognize, nonetheless, several limits of this study. The study was carried out in a particular setting, and the sample size was small, limiting the generalizability of the results. Furthermore, depending on self-reported data could cause bias since individuals either exaggerate or underestimate their capacity and experiences. The study also neglected to investigate the long-term effects of portfolio assessment on instructional strategies, leaving unresolved issues regarding its continuous efficacy.

Future studies should consider a more significant and varied sample to improve the generalizability of the results. Longitudinal research might shed light on the possible adverse effects of portfolio assessment and its long-term advantages. Including qualitative techniques, such as focus groups or interviews, helps one better grasp pre-service teachers' viewpoints and experiences. Research should also look at the most successful portfolio evaluation elements and how best to help educators overcome obstacles pertaining to cultural relevance and student motivation. By tackling these topics, subsequent research can offer more complete recommendations for including portfolio assessments in curricula for teacher preparation.

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APPENDICES

Instruments

Interview on seeking the knowledge of participants on designing suitable learning materials in English

(This interview is constructed using grounded theories based on Harmer's (2007), Brown's (2004), and Richards's (2004) theories on reading materials; thus, it has met the face and construct validities).

1. What is the primary goal of designing reading materials for English learners?
2. Which of the following is an essential feature of effective reading materials?
3. What should be considered when selecting texts for reading materials?
4. Why is it essential to include pre-reading activities in reading materials?
5. Which of the following strategies can help learners understand challenging texts?
6. What is the benefit of including post-reading activities?
7. Which type of questions can help develop critical thinking skills in reading?
8. Why should reading materials be culturally relevant to learners?
9. What is the role of visual aids in reading materials?
10. How can teachers ensure reading materials are appropriate for different proficiency levels?
11. What should teachers consider when designing assessment tasks for reading?
12. Which activities can help improve students' reading fluency?
13. What is the purpose of including vocabulary exercises in reading materials?
14. How can teachers motivate students to read more?
15. Which method is effective for teaching reading strategies?

Questionnaire

(This questionnaire is constructed using grounded theories based on Harmer's (2007), Brown's (2004), and Richards's (2004) theories on reading materials; thus, it has met the face and construct validities).

Instruction:
Please indicate the extent to which you agree or disagree with the following statements by circling the appropriate number.

Scale
1 = Strongly Disagree
2 = Disagree
3 = Agree
4 = Strongly Agree

No	Item	Likert Scale			
		1	**2**	**3**	**4**
1	I am confident in my ability to design English learning materials.				
2	Portfolio assessment has helped me identify my strengths in creating teaching materials.				
3	Using a portfolio has improved my understanding of effective lesson planning.				
4	Portfolio assessment is a valuable tool for my professional development.				
5	The feedback I received on my portfolio helped me improve my teaching materials.				
6	Creating a portfolio has increased my ability to evaluate my work critically				
7	I am more aware of the importance of alignment between learning objectives and activities due to portfolio assessment.				
8	Portfolio assessment encouraged me to experiment with different teaching strategies.				
9	The portfolio process makes me more prepared to create engaging learning materials.				
10	Compiling a portfolio has made me more reflective about my teaching practices.				
11	Portfolio assessment should be integral to teacher education programs.				
12	Portfolio assessment has made me more organized in my approach to lesson planning.				
13	Using a portfolio has enhanced my ability to design materials catering to diverse learning needs.				
14	I better understand how to integrate technology into my teaching materials because of portfolio assessment.				
15	The portfolio process has improved my skills in creating assessment tools for students.				
16	I feel confident in sharing my teaching materials with peers and mentors.				
17	Portfolio assessment has made me more proactive in seeking feedback on my work.				
18	I understand the curriculum development process more clearly because of portfolio assessment.				
19	The process of maintaining a portfolio has improved my time management skills.				
20	It is easier to articulate my teaching philosophy because of the reflective components of the portfolio.				
21	Portfolio assessment has encouraged me to be more innovative in my teaching approaches.				
22	The portfolio process has made me more aware of the importance of continuous professional development.				
23	MyMy ability to design effective learning materials has significantly improved because of portfolio assessment.				
24	I am more capable of addressing the needs of different learners in my lesson plans due to portfolio assessment.				

| 25 | Overall, portfolio assessment has positively impacted my development as a pre-service English teacher. |