



KARABUK UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

LANGUAGE PORTFOLIO INFORMATION BOOKLET



Dear students,

At School of Foreign Languages, you will be required to keep a language portfolio in all levels to monitor and assess your progress in writing and speaking skills. To this end, in this leaflet, you will be given information about what a language portfolio is, how you will benefit from it, what you will include in your portfolio, and how you will be assessed.

I. What is a language portfolio? How can you benefit from it?

Language Portfolio is a collection of individual students' works put together in a file to demonstrate how their language skills develop over a period of time. The main aim of a language portfolio is to aid the learning process and help you to keep some examples of the work you do in and out of the class, to show what you know and you can do in English, and to keep a record of your progress.

Keeping a language portfolio offers many benefits for you:

- It helps you to be aware of your strengths and weaknesses.
- It helps you to learn the areas you need to improve and to set learning targets.
- It enables you to reflect on your own learning and achievement.
- It creates a sense of responsibility.
- It helps you to be organized.

II. What will you include in your language portfolio?

Your portfolio will consist of four main parts:

1. **Writing:** Level 1, Level 2, and Level 3 students are required to put at least five pieces of writing into their portfolios whereas and Level 4 students need to have at least four pieces of writing. You will do some writing activities in the classroom or outside the class as assignments. Your instructors will give you feedback on your writing and you should revise your writing tasks based on this feedback and include the revised versions in your portfolio as well. Look at the chart below to see the compulsory tasks that you are expected to put into your portfolio:

LEVEL 1 Cutting Edge Elem.	LEVEL 2 Cutting Edge Pre-int	LEVEL 3 Pathways 2 R & W	LEVEL 4 Pathways 3 R& W
Unit 6– p.58 – ex.3b	Unit 2 – p.22 – ex.6	Unit 1 – p.18 – 19	Unit 2 p.46-47
Unit 7 – p.69 – ex.7	Unit 4 – p.41 – ex.4	Unit 2 – p.38 – 39	Unit 6 p.144 -145
Unit 8 – p.77 – ex.3b	Unit 5 – p.51 – ex.8	Unit 3 – p.58 – 59	Unit 7 p.168-169
Unit 10 – p.95 – ex.4	Unit 8 – p.77 – ex.4	Unit 5 – p.98 – 99	One task determined
Unit 11– p.105 – ex.6	Unit 10– p.95 – ex.5	Unit 7 – p.138 – 139	by the teacher

* You can also include other writing samples of your own choice into your portfolio.

2. **Speaking:** You are expected to include at least two oral tasks in your portfolio. The tasks are determined by the instructors and they can be done in the classroom or video-recorded outside the classroom. You need to video-record the tasks that you do in the classroom as well to be able to put them into your portfolio. Besides these tasks, you can also include one video of your own choice to show your improvement. For this purpose, you can talk about a topic and video-record yourself or you can video-record the speaking activities that you do in the classroom and choose the best one to put into your portfolio.
3. **Vocabulary Journal:** It is essential for you to revise the words/phrases that you learn in the classroom regularly to improve your vocabulary. To this end, you are asked to keep a vocabulary journal and record the words/ phrases that you learn in each unit. You need to write the word, its part of speech, meaning, example sentence, collocations (the words that are often used together), synonyms/ antonyms if possible. In Level 1 and Level 2, you can use a bilingual dictionary and you can write the meaning in your mother tongue. However, in Level 3 and Level 4 you must use a monolingual dictionary and write the definitions in English. You are advised to write your own sentence in the example sentence column.

Sample Vocabulary Journal

Word	Part of speech	Meaning	Example Sentence	Collocation	Antonym/synonym	Notes
dangerous	adj	can harm or kill you	Driving fast is dangerous		X safe = unsafe, harmful	
hang out	Phrasal verb	to spend a lot of time in a place or with someone	I like hanging out with my friends at the weekend.	hang out with sb		Hung out(past)

4. **Self-reflections:** One of our aims at SFL is to help you develop as independent learners who can monitor and regulate their own learning. Simply receiving feedback on your writing is not enough to achieve this. You need to be actively involved in self-assessment and better understand your own level of achievement. For this purpose, you are asked to write a self-reflection paper. You are expected to write an overall reflection at the end of the period about your learning process and progress by referring to the works you have done and put into your portfolio. Focus on the following questions in order to reflect on your language development since the beginning of the period.

- When you look back on your portfolio, how do you think portfolio studies have helped you to improve your writing and speaking skills? How happy are you with your performance?

- What are your strengths?

- What problem areas have you faced? How have you overcome those problems?

- Which areas do you need to work more on to improve in the next course?

- Do you have any suggestions for improving the language portfolio?

**Level 1 and 2 students are allowed to write their self-reflections in Turkish. However, in Level 3 and 4, reflections must be in English. While writing your reflections, be specific and give examples to your development by referring to the tasks that you have included in your portfolio.

III. How will you organize your language portfolio?

You need to prepare a cover page where you write down your personal information. The next page should be the table of contents, where you note down the items in your portfolio with numbered pages. The items in your portfolio should be organized and arranged according to the dates when they are written. The writing tasks should be put together with their revised versions. You must write dates on all entries to facilitate proof of growth over time.

See the appendix for a sample “Cover Page” and “Table of Contents”.

IV. How will you be assessed?

Portfolios are based on a feedback system and they include drafts without grades on them. The instructors will give you feedback regularly for the tasks that you do in the classroom or outside class as assignments. You are expected to take the feedback seriously and revise the tasks based on it and use the feedback for the following tasks as well. Therefore, you will not be graded for the items you put in your portfolio separately but you will be assessed depending on your effort and progress at the end of the level. You can see the “Portfolio Assessment Rubric” on the next page:

PORTFOLIO ASSESSMENT RUBRIC

CRITERIA	(100 pts)
CONTENT - The portfolio contains all the required items (5 writing tasks (4 writing tasks in Level 4), at least 2 speaking tasks, and vocab journal for each unit)/ 5
PORTFOLIO ORGANIZATION - The portfolio is neatly organized - The dates of the tasks and page numbers are written/ 5
WRITING TASKS - Attempts to use newly learned grammar structures in his/her writing - Uses a variety of vocabulary in his/her writing - Strives for quality in each writing task - Provides evidence of progress in writing - Revises the tasks taking the teacher feedback into consideration/ 35
SPEAKING TASKS - Attempts to use newly learned grammar structures & vocabulary - Strives for fluency and accurate pronunciation - Strives for quality in each speaking task - Provides evidence of progress in speaking/ 25
VOCABULARY JOURNAL - Shows effort to revise new vocabulary items in each unit - Attempts to write his/her own sentences as sample sentence/ 20
SELF-REFLECTION - Can clearly, rationally, and accurately describe his/her strengths and weaknesses - Can give concrete evidence and examples of how those strengths and weaknesses are manifest in his/her work/ 10

* The number of units differs depending on the book and level.

** If the portfolio does not contain 5 writing tasks, you can deduct points from the Writing Tasks part as well.

*** If the portfolio contains only 1 speaking task, grade Speaking Tasks part out of 15 as you cannot see the progress.

**** If the Vocabulary Journal lacks more than one unit, you can deduct points from the Vocabulary Journal part as well.

**** **If it is proved that the student has plagiarized from a website, a book, or another student, give 0 to the portfolio.**

APPENDIX

MY LANGUAGE PORTFOLIO

NAME:

SURNAME:

STUDENT NUMBER:

CLASS:

GRADER:

Brief info about yourself:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

TABLE OF CONTENTS:

SKILL	ITEM NUMBER	ITEM NAME	DATE	PAGE
SELF-REFLECTION	<i>1</i>			
WRITING	<i>1</i>			
	<i>2</i>			
	<i>3</i>			
	<i>4</i>			
	<i>5</i>			
SPEAKING	<i>1</i>			
	<i>2</i>			
VOCABULARY	<i>1</i>			
	<i>2</i>			
	<i>3</i>			
	<i>4</i>			
	<i>5</i>			
	<i>6</i>			
	<i>7</i>			
	<i>8</i>			
	<i>9</i>			
	<i>10</i>			
	<i>11</i>			
	<i>12</i>			
TOTAL SCORE				

Sample Writing Task Paper

Tuğçe Avcı 28.09.2018
Class: W2-08

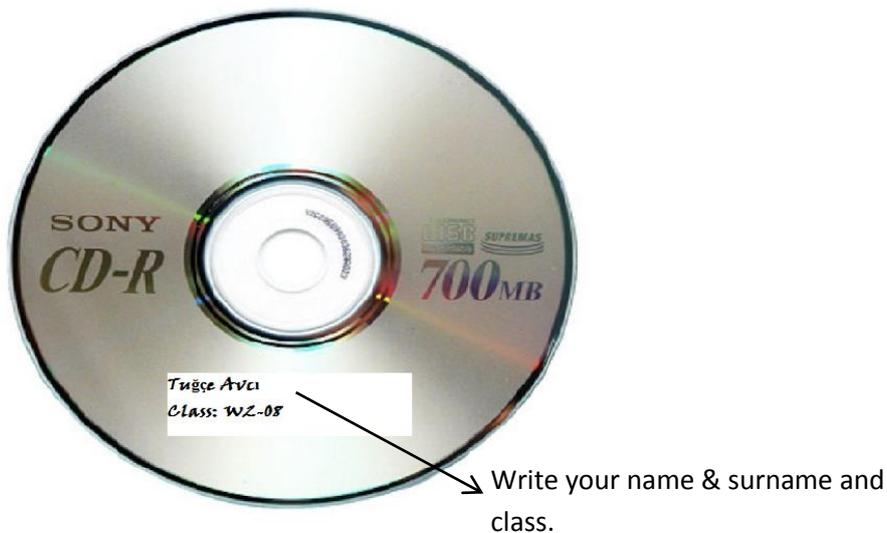
Topic: Describe your best friend (Unit 3 - p.20)

Write your name & surname/ class/
topic/ the date on each piece of
writing.

My Best Friend

My best friend is called Brian. I have known him since we have been together in kindergarten. He lives just a few blocks down the street and we see each other every day at school, although he is in another class now. But we meet on the schoolyard to play some football with some other friends, or we eat together in the dining hall. Brian is very good at math, and if I struggle with my homework he always shows me how to do it. I think he is quite a good teacher already. In the afternoon, we often play Minecraft together. That is always fun because we are sharing the same humour. He also plays the violin in the school orchestra. I always applaud extra loudly when they play at a school festival. I hope he never moves to another town.

Sample Speaking Task CD Cover



ERROR CORRECTION CODES

ERROR CODE	EXPLANATION	EXAMPLE SENTENCE	CORRECTED SENTENCE
Fr	Sentence Fragment	<u>When I am happy.</u> <i>Fr</i>	When I am happy, I sing.
WT	Wrong Tense	Sue <u>goes</u> to school last year. <i>WT</i>	Sue went to school last year.
WO	Word Order Error	She likes <u>pizza eating.</u> <i>WO</i>	She likes eating pizza.
WW	Wrong Word	I <u>did</u> a very delicious cake. <i>WW</i>	I made a very delicious cake.
WF	Word Form Error	I am <u>boring</u> in the dormitory. <i>WF</i>	I am bored in the dormitory.
VF	Verb Form Error	Harry <u>do</u> his homework. <i>VF</i>	Harry does his homework.
X	Extra Word	She comes <u>to</u> here at 9:00. <i>x</i>	She comes here at 9:00.
Λ	Missing Word	My father Λ a dentist.	My father is a dentist
Pr	Preposition Error	Amy is talking <u>with</u> teacher. <i>Pr</i>	Amy is talking to teacher.
A	Article Error	My mother is Λ housewife. <i>A</i>	My mother is a housewife.
P	Punctuation Error	I like reading books <u>P</u>	I like reading books.
C	Capitalization Error	I go to school on <u>m</u> onday. <i>C</i>	I go to school on Monday.
Sp	Spelling Error	My <u>favuorite</u> color is red. <i>Sp</i>	My favourite color is red.
?	Meaning or handwriting is not clear	<u>Myfatherlikeswimming inthesea.</u> <i>?</i>	My father likes swimming in the sea.
/	Insert a space	I watch horror / films.	I watch horror films.
//	Start a new sentence here	I study English // I always do my homework.	I study English. I always do my homework.
→	Indent the paragraph	→ Football is very popular in Turkey.	Football is very popular in Turkey.



www.karabuk.edu.tr

<http://sfl.karabuk.edu.tr>