

**KARABUK UNIVERSITY**  
**SCHOOL OF FOREIGN LANGUAGES**  
**2019-2020 PERIOD 3**  
**LANGUAGE PORTFOLIO INFORMATION LEAFLET**



**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:** Students in all levels are required to put at least four pieces of writing into their portfolios. The writing tasks are done in class and if you are absent on the day of the task, you won't be allowed to write it at home. You can use a paper dictionary during the task, but you cannot use your mobile phone. 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:

| <b>LEVEL 2</b><br><b>Focus 2</b> | <b>LEVEL 3</b><br><b>Skillful 2 R&amp;W</b> | <b>LEVEL 4</b><br><b>Skillful 3 R&amp;W</b> |
|----------------------------------|---|---|
| <b>Task 1:</b> January 9         | <b>Task 1:</b> January 8                    | <b>Task 1:</b> January 10                   |
| <b>Task 2:</b> February 7        | <b>Task 2:</b> February 4                   | <b>Task 2:</b> February 4                   |
| <b>Task 3:</b> February 27       | <b>Task 3:</b> February 18                  | <b>Task 3:</b> February 19                  |
| <b>Task 4:</b> March 6           | <b>Task 4:</b> February 27                  | <b>Task 4:</b> February 25                  |

\* 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.

| LEVEL 2<br>Focus 2   | LEVEL 3<br>Skillful 2 R&W  | LEVEL 4<br>Skillful 3 R&W  |
|--|--|--|
| <b>Task 1:</b> February 12<br><b>Task 2:</b> to be decided by the grader | <b>Task 1:</b> March 3<br><b>Task 2:</b> to be decided by the grader | <b>Task 1:</b> March 2<br><b>Task 2:</b> to be decided by the grader |

- 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                          |                         | <del>X</del> safe<br>= 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 <b>with</b> 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) |
|--|-----------|
| <p><b>CONTENT</b></p> <ol style="list-style-type: none"> <li>1. All the necessary items are included in the portfolio in a proper order; dates of the tasks and page numbers are written.</li> <li>2. The assignments given by the teachers are included in the portfolio.<br/>(If no assignments are given, apply criteria 1.)</li> </ol> | ...../ 5  |
| <p><b>WRITING TASKS</b></p> <ol style="list-style-type: none"> <li>1. Attempts to use newly learned grammar structures and vocabulary in his/her writing (10pts)</li> <li>2. Revises the tasks taking the teacher feedback into consideration (10 pts)</li> <li>3. Provides evidence of progress in writing (15pts)</li> </ol>             | ...../ 35 |
| <p><b>SPEAKING TASKS</b></p> <ol style="list-style-type: none"> <li>1. Attempts to use newly learned grammar structures &amp; vocabulary (6 pts)</li> <li>2. Strives for fluency and accurate pronunciation (6 pts)</li> <li>3. Provides evidence of progress in speaking (13 pts)</li> </ol>  | ...../ 25 |
| <p><b>VOCABULARY JOURNAL</b></p> <ol style="list-style-type: none"> <li>1. Shows effort to revise new vocabulary items in each unit (15pts)</li> <li>2. Attempts to write his/her own sentences as sample sentence (10 pts)</li> </ol>   | ...../ 25 |
| <p><b>SELF-REFLECTION</b></p> <ul style="list-style-type: none"> <li>- Can clearly, rationally, and accurately describe his/her strengths and weaknesses (5pts)</li> <li>- Can give concrete evidence and examples of how those strengths and weaknesses are shown in his/her work (5pts)</li> </ul>                                       | ...../ 10 |

\*Split the points equally to each task while you are grading for Speaking and Writing Tasks for criteria 1 and 2. (e.g. 5 writing tasks= 2 points for each / 2 speaking tasks = 3 points for each)

\*\*If the portfolio contains only 1 speaking task, grade Speaking Tasks part out of 6 (in total) as progress might not be observed. (e.g. 1 speaking task= deduct 3 points from criterion 1 and 3 points from criterion 2)

\*\*\*For speaking progress, students' performance in speaking skills during in-class activities can be considered in addition to the portfolio tasks.

\*\*\*\* Vocabulary Journal: split the points based on the number of units.

\*\*\*\*\* 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:**

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**TABLE OF CONTENTS:**

| <b>SKILL</b>           | <b>ITEM NUMBER</b> | <b>ITEM NAME</b> | <b>DATE</b> | <b>PAGE</b> |
|------------------------|--------------------|------------------|-------------|-------------|
| <b>SELF-REFLECTION</b> | <i>1</i>           |                  |             |             |
|                        |                    |                  |             |             |
| <b>WRITING</b>         | <i>1</i>           |                  |             |             |
|                        | <i>2</i>           |                  |             |             |
|                        | <i>3</i>           |                  |             |             |
|                        | <i>4</i>           |                  |             |             |
|                        | <i>5</i>           |                  |             |             |
|                        |                    |                  |             |             |
|                        |                    |                  |             |             |
|                        |                    |                  |             |             |
| <b>SPEAKING</b>        | <i>1</i>           |                  |             |             |
|                        | <i>2</i>           |                  |             |             |
|                        |                    |                  |             |             |
|                        |                    |                  |             |             |
| <b>VOCABULARY</b>      | <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>          |                  |             |             |
| <b>TOTAL SCORE</b>     |                    |                  |             |             |

## ERROR CORRECTION CODES

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