

The Productivity and Some Incompetences of Portfolio Assessment In Efl Classes

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Abstract : *This research studies the efficiency and some incompetences of Portfolio Assessment in EFLT classes. As the student summarizes and self-assesses what he or she has learned, the student's mind begins to gather information about what he or she needs to learn in the future learning process.*

Keywords: portfolio assessment, learning process, teaching English, effective method, self-evaluation, EFLT classes, efficiency of PA

I. INTRODUCTION

One of the process-based evaluation techniques is certainly portfolios. Constructivist approach is presented on the basis of portfolio studies. Because the student needs a construction in his/her mind for each study and activity to be placed in the portfolio. He/she reflects his/her learning to his/her studies. From this perspective, it can be said that portfolio application contributes to constructivist learning theory[1]. In the process of compiling a portfolio, a constructive form emerges in the student's mind that he or she can summarize without the teacher's help what he or she has learned, what he or she has not mastered, and what he or she has learned during the certain period. In this way, students can learn self-evaluation correctly.

II. METHODOLOGY

Portfolio which can be used easily in all fields at elementary and secondary level may be entitled as personal progress file, portfolio or student's portfolio in Turkish literature . Portfolio is the organized form of students' termly or yearly studies according to certain standards[2]. Portfolio is the files that come together the documents that inform about students' progress. This information is formed by considering the students' responses to the questions like "What did I learn in this part of teaching?" "How much could I put into practice the information that I learned?" [3]. As the student summarizes and self-assesses what he or she has learned, the student's mind begins to gather information about what he or she needs to learn in the future learning process. Thus, the teacher should be able to direct the students' enthusiasm and form their attitudes towards portfolio collection properly.

III. RESULTS

Portfolio not only shows the student's finished studies but also shows his/her learning process. Student's studies collected in various periods constitute the student's learning process and a document of the progresses

in this process. It shows the time spent within the learning process, student's studies, performance, deficiencies and corrections in a detailed way [4] In the portfolio, the student not only learns about his shortcomings and the tasks that need to be completed in the future, but also comprehend his or her own achievements. It has a positive impact on the student's learning process. The psychology of the student is that if the student notices the results of what he or she has done, his or her interest and enthusiasm for studying will increase dramatically.

IV. DISCUSSION

Ponte, in his study related to portfolio, mentions the difficulties of giving homework about speaking skills. According to him, very little speaking practice can be made in the classroom and it is very difficult to develop such a skill being used a little or very little outside the class. Portfolio practice did not create a meaningful significance between the groups in terms of attitudes towards English[5].

According to Genesee and Upshur , such analysis and evaluation might focus on some specific aspect of the language, such as writing, or have a broad focus that includes examples of all aspects of language development. Yet, in EFL contexts this technique, represents an approach most widely employed to evaluation of writing where teachers provide suggestions on how to revise the product and comment on the individual's progress in writing. A portfolio has been defined as a purposeful collection of students' work reflecting their gradual progress, weaknesses, and achievements in various areas [6] As noted above, portfolios may not play a significant role in the development of speaking and listening skills. however, this method has been proven by scientific studies to be effective for writing and reading skills. Accordingly, by using the portfolio in education, we can develop a number of specific skills in students such as writing skill, which is one of the most difficult productive skills for students.

V. CONCLUSION

Based on the type of collected data, PA might be used to serve a wide range of pedagogical purposes in second language learning contexts of all kinds [7]. To conclude, PA can be very effective in learning any language. In addition, it also increases students' motivation highly.

VI. REFERENCES

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