# THE EFFECTIVENESS OF UTILIZING PORTFOLIO TECHNIQUE AS AN INTEGRAL PART OF THE DEVELOPMENT OF THE STUDENTS` LINGUISTIC ABILITIES

**Hikmatova Zilola**
**Kurbanbayeva Dilfuza**
*Undergraduate students of The Uzbek State World Languages University*

**Abstract:** *The article starts by providing a brief introduction to portfolio, portfolio assessment, and its importance in development of linguistic abilities in foreign language teaching. Then it concludes by emphasizing benefits of portfolios through questionnaires and interviews in language learning, indicating challenges in carrying out portfolio assessment, and providing suggestions for the future research.*

**Keywords:** *assessment, portfolio, portfolio assessment, linguistic abilities.*

### Introduction

The role and status of the English language has changed radically in recent years. Due to globalization, English has become the language of international communication everywhere. The conventional views on the school or university subject " English" should be critically revised. Over the past two decades, two important developments have taken place at universities in the field of teaching English as foreign language. Firstly, it is an increase in the number of the students, and secondly, it is a reform in the teaching of English as foreign language, the purpose of which was to introduce a communicative method of teaching English. Despite this, the majority of teachers still use conventional techniques of instruction. The Portfolio is regarded as a valuable tool for both instruction and assessment. It provides authentic language material for assessment, increases learners` engagement in the learning process and encourages self-reflection when properly designed and performed. The primary focus of this article is to investigate the impact using portfolio technique. And the Portfolio technique is one of these.

Portfolios are used in the assessment of student's performance in nowadays, they are used as a method by architects, painters, photographers and artists in showing their works. However, as portfolio has been used for different purposes it maybe different from than that of artists. It is not possible to use only one definition for portfolio. Definition of portfolio may change according to users' purpose and way of usage. Many researchers defined portfolio in order to explain its features. Some of them are as follows;

~ 98 ~

Yang (2003) defines portfolio as a compilation of students' work, which documents their effort, progress and achievement in their learning, and their reflection on the materials negotiated for the portfolio. Crosby (1997) indicates that the primary purpose of portfolios in EFL context is to increase the level of students' motivation and to give them a sense autonomous learning. Magnan (1985) claims that the purposes of writing for foreign language learners include practicing grammatical forms and structures, vocabulary, and spelling, using information in context, and expressing their ideas, feelings, opinions, thoughts, and attitudes. Writing in a foreign language also has some pedagogical purposes such  as reinforcement, training, imitation, communication, fluency, and learning (Raimes, 1987). Portfolio-based writing assessment has attracted a considerable amount of interest in colleges and universities because they link teaching, learning, and assessment within the discipline and across disciplines in the college curriculum. Briefly, according to Scarcella and Oxford (1995), writing in a foreign language assists learners improve their grammatical, strategic, and sociolinguistic in the target language. Portfolio is the collection of students' studies that display their efforts, progress and successes within the educational programs accordingly certain aims (Güngör,2005: 17)

The common point in the definitions above is the purposive collection of students' studies. It shows that students' studies should be collected in a systematic and organized way rather than randomly. It is understood that every product cannot be placed in the portfolio. The studies that will be placed in the portfolio should represent, within the objectives stated in the curriculum, the prominent studies that reflect student's performance best and the documents that prove the student's progress and development towards these objectives (Kan, 2007: 134).

### METHOD

In this research, is used part of survey method, questionnaire. Participants

**METHOD OF TEACHING DURING SCHOOL YEARS**



- 27%
- 67%
- 6%
- ■ Conventional
- ■ Portfolio
- ■ Other method
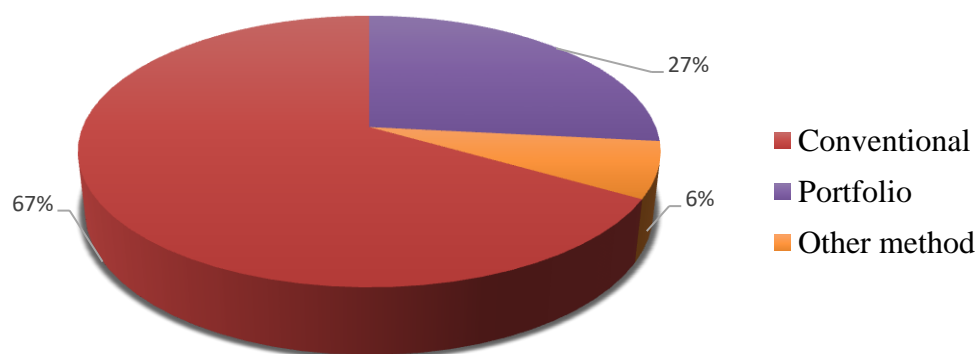
of this questionnaire were the students of Uzbekistan State World Languages

University. 15 students that had studied in different schools, took part in questionnaire. All of them had different levels: 10 of them were B2 level, 5 of them had B1 level. The purpose of this research was identifying students thoughts about the effectiveness of methods. Even to investigate influence of Portfolio technique on their linguistic abilities. They completed questionnaire in which questions related to comparison of teaching method during students` school years and years at the university. What methods were you trained, during your school years? (Diagram 1).

Diagram 1 – Method of teaching during school years.

Students were given question that which of methods are most effective. Approximately, all of them chose that Portfolio method was more effective than conventional way.(Diagram 2).

### THE EFFECTIVENESS OF TEACHING METHODS

Portfolio
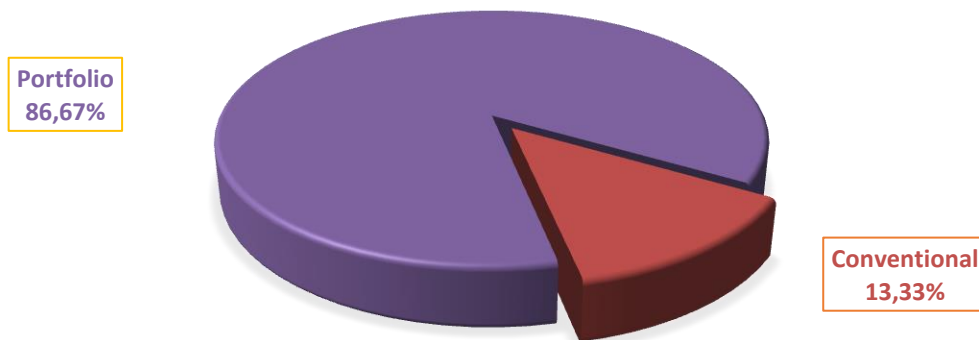86,67%

Conventional
13,33%

Diagram 2 – The effectiveness of teaching methods

After they chose linguistic skills that Portfolio method increased. What linguistic skills do you develop through Portfolio technique? (Diagram 3).
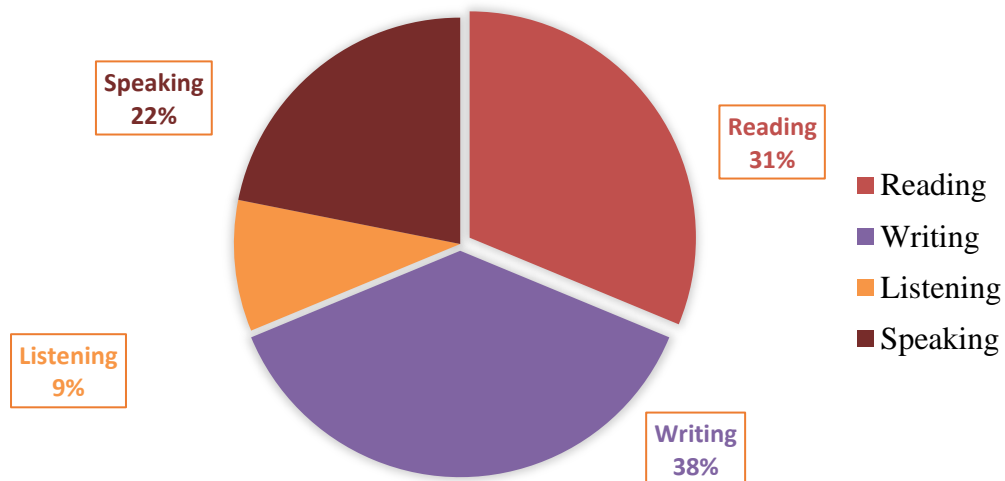
### THE DEVELOPMENT OF LINGUISTIC SKILLS

Speaking
22%

Reading
31%

■ Reading
■ Writing
■ Listening
■ Speaking

Listening
9%

Writing
38%

Diagram 3 – The development of linguistic skills

~ 100 ~

## Results and Discussions

According to the research results, the majority of students were taught using traditional technique at schools, however, when they entered universities they were evaluated by the portfolio method. 66.67% learners were taught in traditional method of teaching. Only 26,67% out of 100 were assessed with the help of Portfolio technique. 6.67% chose other method. (Diagram 1). They decided that this technique was superior to other approaches. The proportion of portfolio technique was 86.67%, the share for conventional way was 13.33%. (Diagram 2). Results of interview, students that use portfolio method while teaching process, chose their increased linguistic abilities.(Table 3). 10 students improved their writing skill. The highest increasement was seen at reading skill 12 students. The number of students who had development on speaking was 7. 3 of students made better results on listening.

Learners go through their own work and base on criteria with which they have been familiarized, choose their best piece of work and explain why it is valuable. Therefore learner reflection in a portfolio makes an important contribution to the triangulation of information in the assessment process which leads to beneficial achievement (Barootchi and Keshavarz,2002:285).

The parents, teachers and students became more aware of academic growth by preparing portfolio in the classroom. The students also felt more empowered in their own learning and became more reflective about their work (Koelper and Messerges, 2003:37). Because of the frequent feedbacks during preparation of portfolio, it gives students opportunity to evaluate themselves and it gives students auto-criticism. Moreover, it enables teacher to follow his student's development process easily with portfolio. The selection of studies which were added in portfolio by the student, gives advantage for understanding of his abilities and his fields of interest. And it is rather important to review the studies for the following of improvement from the beginning of the process to end of it (Toper,2004). Portfolio can provide a showcase of students' abilities, talents, interests and potentials. Portfolio was rather effective for determining students' field of interest during the application. With this aspect, portfolio guides to the teacher and students. Students can see their self development reflections with portfolio. Portfolio enforces students to turn back and see which level they started and which level they finished it. It is easier to correct the mistakes with portfolio because students can turn back and look what they did and this gives opportunity to be successful (Koelper and Messerges, 2003).

## Conclusion

It was determined that students' success increases their motivation by enabling them notice their own success and students continue their studies more attentively. During the preparation of portfolio it was observed that the teacher, student and parents shared the responsibility and students prepared their studies more easily. Students had a chance to show their special studies to their parents, friends and teacher and increased their self-confidence. Communication is advanced among student, teacher and parents with these portfolio studies. It helps students to exhibit their best works which were prepared individually or cooperatively and to aware of their own learning without pressure and time limitation. It prevents individualism from being lost in a class in which students have different qualifications. During the presentations students' usage of correct language, self expression and creating a good composition skill have developed. According to theory of multiple intelligences, students whose verbal-linguistic intelligence were dominant showed their skills during the presentation, students whose social intelligence were dominant took a good place in group works and students whose visual intelligence were dominant arranged and designed their files very attractively. As a result of this study it was observed that students who prepared portfolio became more social, aware of their own learning and completed insufficiencies more easily with teacher's guidance and were more willingly to learn. Because of long process of preparation of portfolio in the case of preparing for different lessons at the same time, it causes problems for students. It can be appropriate to prepare portfolio in foreign language learning classes which doesn't cause similar problems. Perhaps the study can not fulfill the aim appropriately when the necessary guidance isn't done by the teacher especially to the students who made this study for the first time. For that reason teachers have to give enough information both to students and parents about the study. Teachers have much more duties to include the parents in portfolio studies at schools where the rate of literacy is low and to include parents in some rural regions most of who do not give enough care to their children. These sorts of studies should be widespread after application to different fields. Portfolio has many facilities to provide students opportunities to develop an individual view of language education and it guides to the students. However, it isn't sufficient for general evaluations, competition exams and determining student's language success in a big group.

## REFERENCES:

1. Bahar, M. , Nartgün Z. , Durmuş S. & Bıçak B. (2006). Geleneksel-alternatif ölçme ve değerlendirme teknikleri: Öğretmenler için el kitabı.

2. Barootchi, N., & Keshavarz, M.H. (2002). Assessment of achievement through portfolios and teacher made tests. Educational Research. 44(3).

3. Calfee ve Perfumo, 1993; Valencia,1990; Valencia ve Calfee, 1991, akt. Mıhladız, 2007:43.

4. Crosby, C. (1997, August). Portfolio assessment in the Korean ESL writing classroom. Thai TESOL Bulletin, 10(2). Retrieved October 13, 2010, from http://www.thaitesol.org/bulletin/1002/100204.html

5. Güngör, S. (2005). Examining the effects of preparing portfolia and hands on materials which is based on the constructivist approach, on students in instructing triangles subject in geometry lesson. Unpublished Master Thesis, Karaelmas University, Zonguldak

6. Kan, A. (2007). Portfolyo değer lendirme. Hacettepe University Journal of Education, 32, 133-144.

7. Koelper, M. & Messerges, M.(2003). The power of portfolio. Saint Xavier Universty & IRI/Skyligt. Field-Based Masters Program. Chicago: Illinois May. (ERIC/479 866).

8. Magnan, S. S. (1985). Teaching and testing proficiency in writing: Skills to transcend the second-language classroom. In Alice C. Omaggio, (Ed.), Proficiency, curriculum, articulation: The ties that bind. Northeast Conference Reports, 109-136. Middlebury, VT: Northeast Conference.

9. Raimes, A. (1987). Why write? From purpose to pedagogy. English Teaching Forum, 25(4), 36–41

10. Scarcella, R. C., & Oxford, R. L. (1992). The tapestry of language learning: The individual in the communicative classroom. Boston: Heinle & Heinle Publishers.

11. Yang, N. D. (2003). Integrating portfolios into learning strategy-based instruction for EFL college students. IRAL, 41(4), 293-317. Retrieved December 7, 2009, from Education Full Text (Wilson).