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**AN EXAMPLE FOR PORTFOLIO PREPARATION  
IN GERMAN TEACHER TRAINING**

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**ABSTRACT**

In this study we are trying with the help of portfolio in teacher training and the diagnosis of the learning group concerning their skills in translation from German to Turkish, to show the documentation of the learning process. The portfolio provides a good overview about the performance of the students and it also prepares a basis for assessment. A growing self-awareness of students can be achieved through implementing the portfolio-method. The students should collect and reflect the most important materials and practices leading to key terms of the seminar. It is more than an assessment method it is a surrounding of learning. The work with portfolio has an influence on teaching, learning and assessing. As in detail, this is dependent on the aims and other characteristics of the models which take the portfolio work as a basis. The portfolio provides us a big advantage for the support of the cultural reflection. We can observe the process of the growth of knowledge step by step, because the measurement of the development in a determined period allows us either a written work or a Multiple Choice Test. In this sense we can look at the portfolio as an assessment instrument of a process.

**Key Words:** portfolio, assessment, translation.

**1. Introduction: What is portfolio?**

The portfolios are maps, in which students can document and collect both progressions of working- and learning process and the evidence of student performance and qualification. At the same time students can visualize what their strength and potential are, reflect their competence and get concerned about the further development of their studies. Portfolios also serve as tools for the acquisition of knowledge and competence and enable the reflection of the individuals learning process. To make Personal Learning processes visible to students working drafts are required as fixed components of the portfolio.

The portfolios are created in the long term and that's why the students need sufficient preparation during the orientation possibilities. There is also an organizational framework beyond it, because if the students need support they can turn directly to the teachers. The teachers accompany and

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support these working processes by referring to the source of information, making information and material available, proofreading texts etc. There is effort as to observe and support students through opening professional fields of activity for them and promoting their development. The portfolio supports also an intensive exchange between teachers and students and also between students among themselves. It offers an opportunity to the teachers to have better control over the goal-orientated development of each individual student. According to Volkwein one can optimize the learning of the students and form and extend their competence specifically:

When I use the portfolio, I can place the learning processes of my students better in the center of my didactic and educational efforts, follow them more carefully and ease their learning more powerfully (Volkwein, 2008, p. 15). Also according to Schwarz the portfolios allow differentiated insights in the learning and teaching processes which could be used for the optimization of following learning (Schwarz, 2008, p. 12).

With the help of the portfolio work the students have the opportunity to find out whether they are well equipped for their professional life or not. They learn how to decide on their own interests and needs in accordance with the requirements of the university and strive for the career direction at the same time in harmony. According to Richter portfolios are very flexible and can be adapted very easily to individual needs and formats for the study (Richter 2011, 237). In portfolios the students get especially an outlook about the development of their individual ability and knowledge, because their ability as to the reflection, assessment, control and self-controlling of working and learning can be taught systematically by the portfolio work (Winter, 2011, p. 168).

The portfolios give the students the opportunities to think about their further development and to concentrate on the next work steps or current challenges. We can understand from the words of Volkwein what the portfolio bring to teachers:

I greatly appreciate the work with the portfolio because with them I succeeded in what I have been looking for as an inexperienced teacher and what I now better initialize and accompany as an experienced teacher. Namely that the students get a conscious insight to their own learning and become the chance to turn towards the process of their learning in a personally constructional way (Volkwein, 2008, p. 15).

The collecting of personal material and information documents the beginning of the currently working process. A number of self-written texts, notes, videos, pictures, readings, diaries etc. can be in this collection. Here the co-determination of the students is very important (Häcker, 2007, p. 113). But we must consider, that after documentation of the individual learning process the collected material also have to be analyze and evaluated.

It is obvious that the portfolio is an acceptance of the modern education, also a new method in the Turkish education sector and an expedient of the course of education. It offers us the opportunity to develop different abilities of the students and to value what are impossible in a classical terms. With the portfolio we promote the ability of self-criticism and the autonomy of the students during

the study. Also, it should serve for the improvement and facilitation of studies and teaching. According Lissmann the portfolio is more than just a judgment method (Lissmann, 2010, p. 111). The produced performances and comments of the students extend and complete the up-to-date of the state of development of their knowledge. In closer viewing it is clear that the portfolio represented an extensive concept to increase the justice assessment and further development of quality. As a result of portfolios educational conversations about learning and performances take place between teacher and students valuable, which may make positive contributions to the performance development of the students. Students also become more independent and or not stick to the learning place and learning time within the study. The portfolio definition by (Winter, 2010, p. 11), which is based on the Anglo-Saxon area can be reported in seven sentences as follows:

- The portfolio is a collection of documents, which has come into existence as a result of the active participation of the learners and states something about their learning results and learning processes.
- The kernel of a portfolio consists of selected original works
- The learners create reflections to their work, which also is a part of portfolios.
- For the creation on a portfolio, aims and criteria are formulated normally together, by which the learners can orientate themselves while working for their portfolio and compile a selection of documents.
- Portfolios are presented in a suitable framework and are taken seriously by other people (e.g., school-friends and female school-friends).
- On the basis of portfolios conversations take place about learning and performance.
- The performances documented in portfolios are assessed and commented by teachers and the learners make it in similar manner themselves.

This definition specifies what is understood by those works which constitute the corpus of the portfolio. It should be noted first of all, that in our example we prepared a portfolio at the faculty of education on the 5th semester. Every student creates an individual portfolio during the whole semester (15 weeks) to the seminar "Übersetzung: Deutsch – Türkisch". To enable our teachers to collect portfolio experiences in the German teacher training at all, one must carry out such work with them. When they themselves become teachers, they may want to use perhaps this way of working with their students. The learning strategy they use in this case is the metacognitive learning strategy.

With the metacognitive learning strategy, the students control individually their own learning steps. The students are responsible for planning of the learning steps, for the control of the learning successes and for the regulation of the learning steps. Generally spoken; cognitive, motivational, social skills and personnel competences play an important role at the lessons with portfolios. In competence oriented teaching and learning processes they prove as an excellent instrument, because competence which is won in the teaching process becomes visible in portfolios (Obst, 2010, p. 82).

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Reflexive and self-reflecting texts, which are comments on the own learning of students and their recognition of the momentary state of learning process, are an essential component of this portfolio. The portfolio should refer ideally to an emphasis, like in our case. The students of the teacher training "German teacher training" have especially problems at listening comprehension, speaking, writing and vocabulary. They should follow their own progress while learning the German language with the help of the portfolio. The documentation in this process aims to visualize the learning process, therefore documents which make the learning progress recognizably are collected (Winter, 2010, p. 12). During the administration of the portfolio fellow students, tutors and teachers have the opportunity for feedback. At the same time students should learn to set goals for themselves, to practice criticism and take the responsibility for their own development. They are also included in the assessment process and their progress is observed directly and immediately. With the help of the portfolios we can evaluate different abilities of the students, which cannot be observed in a classical test. Moreover, the portfolio should promote the motivation of the students to the German learning and to the lifelong learning. With the work on a portfolio they also learn about their own borders.

## **2. The work steps for the preparation of the portfolio.**

For the portfolio work the faculty doesn't set the didactic planning of the lesson, but it's performed together with the students in the lesson. Therefore, the students are integrated in the process of learning and they take more responsibility. If everything is prescribed to them, like in the traditional teaching forms, they are in the teaching process on a cleared way. But with a portfolio work student must work actively during whole process and control their way of learning themselves. Since in portfolios the performances of the students are shown directly in detailed context (Winter, 2010, p. 20).

In the production of the portfolio the students must keep to certain working steps, so that they don't lose the overview. With the help of the indexes the individual working steps students are supposed to direct themselves. To introduce each texts right, the original texts and translations are presented with a date:

*İçindekiler*

I. Abbild, Abhilfe, allenthalben	1
resim baska, çare bulmak, her yerde	1
Weltnaturerbe: Wattenmeer	2,3
Dünya Doğa Mirası: Balçukdeniz	2,3
II. Almosen, Altbacken, Amt	4
Sadaka, kıymetli, makam	4
Jürgen Habermas	5
Jürgen Habermas	5
Gegensätze	6,7,8
III. anlangen, Ansinnen, apart	9
vasıl olmak, teklif, özel	9
Forschung gegen das Vergessen	10
Unutkanlığa karşı araştırma	10
Publius Vergilius Maro	11
IV. II. Frau Schmidt macht ihrem Mann das Leben schwer	12,13,14
V. III. Ergänzen Sie	15,16
IV. Ergänzen Sie	16,17
VI. Ära, aufgebracht, Augenmerk	18
dönem, öfkeli, dikkat etmek	18
Sonniges Milliarden Projekt	19
Tünesli Milyarlık Paris	19

Fig. 1: Excerpt from the portfolio (5th semester of the German teacher training)

### 3. How is the translation carried out in the seminar?

The students of the teacher training "German teacher training" have especially problems at listening comprehension and writing. To improve their listening comprehension and writing skills at the same time, we have dictated the texts which should be translated, in the form of a spelling-writing exercise. They should correct the typing errors in the source text in the 2<sup>nd</sup> part of the double lesson with a red pen and then translate the text into their native language (Turkish). For the preparation of the portfolio in the seminar we needed one double lesson (90 minutes) per week. They provided students with enough time as to fulfill the steps they had to take in the study and complete own translation. With this working method students prepared translations on different subject areas every week. Students were supposed to complete the unfinished working steps at home apart from the lesson in class.

For the translation in the seminar texts from different subject areas are selected. In this semester texts were selected f. e. from the book "Lexikon der schönen Wörter". This words are reported in different texts or poems. Below you see the first dictation of the students about "schöne Wörter":

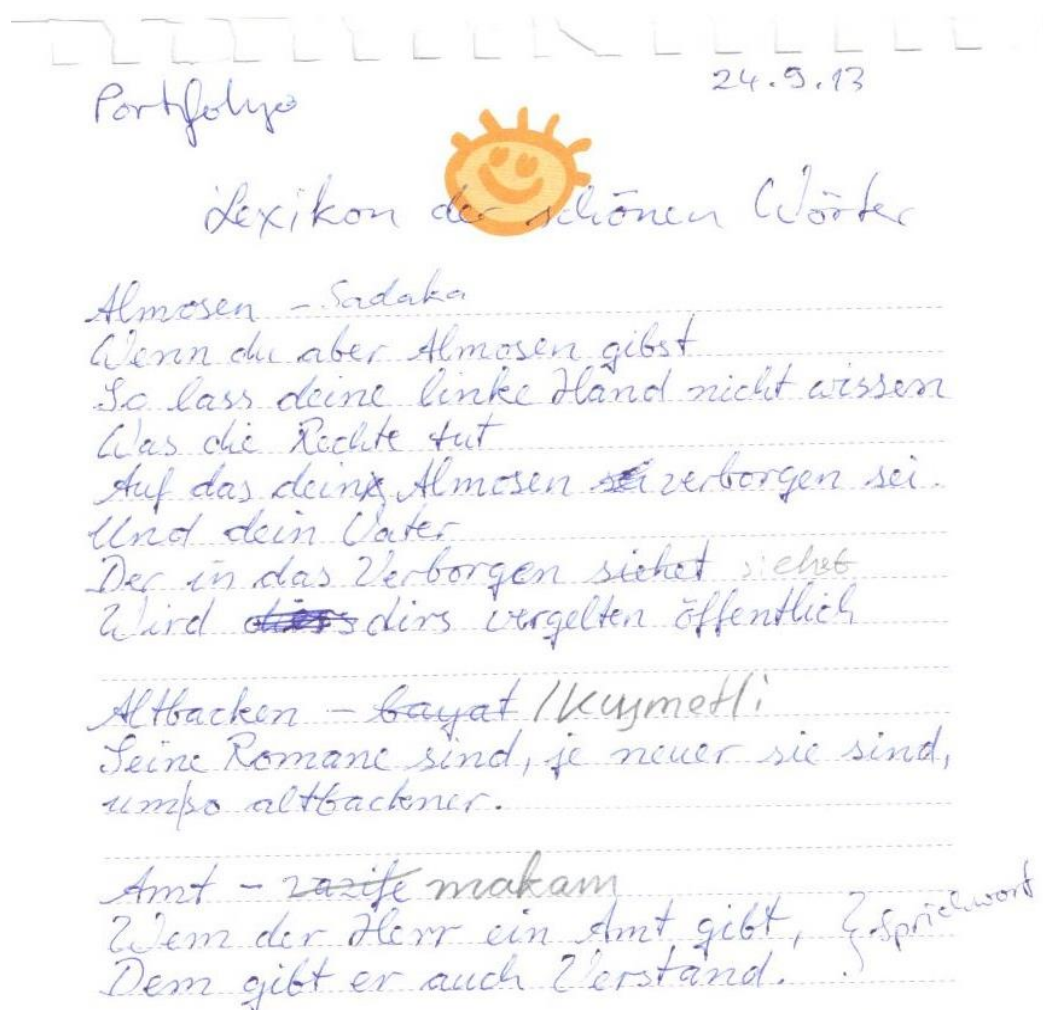


Fig. 2: Translation from "Lexikon der schönen Wörter ": Dictation

The spelling mistakes learners make during the dictation point what they have to learn more thoroughly and especially in which direction they have to learn them. The errors that the students make allow a reflection about what they have learned. Grittner, referring to Brunner and Schmidinger, emphasizes that the students' reflections should contribute to their own control of learning (Grittner, 2009, p. 76). Together with the reflections, the feedbacks of the teachers deliver information about the further learning and creation of the lessons (Winter, 2011, p. 168).

With the analysis of the mistakes one can work on new directives for the individual learning and construction. Consequently, one can decide, after the feedbacks, on the inclinations, needs and abilities of the single learners and the individual support of the learners can be realized. But it should be emphasized that the mistake analysis of the learning process is especially designed to improve correcting mistakes. After the feedback-talks the students set themselves new goals they would like to reach for the next lesson. In the next seminar different students read their own aim texts and correct their own mistakes. For Volkwein, the improvement of the mistakes is very important.

The use of the portfolios in the lessons is only productive if one also works on it, spends time, looks at it again and again, and discusses what improvement can be done, so that something may come into existence which students can be proud of (Volkwein. 2008, p. 18). After then the whole class decides together about the last perfect form of the translation. Also this last text is written down by all students by hand. By the end of lessons, the translations are given the final form in which they are handed-in later. Finally, the results of these lessons are presented in the class. The translations are presented, discussed and assessed. In this way the final form of translation can be made visible to teachers and the learners through cooperation. Thus four different texts come into being: Read out texts, corrected texts, student translation and common translation.

24.09.2013

Almosen  
 Wenn du aber Almosen gibst  
 So lass deine linke Hand nicht wissen  
 Was die Rechte tut  
 Auf das dein Almosen verborgen sei  
 Und dein Vater  
 Der in das Verborgene sieht  
 Wird dir's vergelten öffentlich.

Altbacken  
 Seine Romane sind, je neuer sie sind, um so altbackener.

Amt  
 Wem der Herr ein Amt gibt,  
 Dem gibt er auch Verstand.

Sadaka  
 Ancak sadakalar verdiğinde  
 Sol elin bilmesin  
 Sağın yaptığını  
 O gizli olanı bilen Rabbin  
 Sana herkesin görebileceği şekilde  
 Karşılığını verir.

kuyumetli  
 Onun romanları ne kadar yeniyse, o kadar kuyumetli.

makam  
 Allah kime makam verirse  
 Ona akıl da verir.

Fig. 3: From "Lexikon der schönen Wörter", p.14: Improved last aim text (translation)

When the translations reach the final form, conclusions are drawn and then preparations are made for the next individual development phase (e.g. dictating the next translation text). To increase the load of own preparations, students can take up a certain number of the homework in writing introduced in the seminar, work on them and include them into their portfolio (Richter, 2011, p. 237).

The sequence of operation, which has been shown above in detail, had to be repeated every week so that the students have the opportunity to write about different subjects' dictations and translate them. Texts about very different actual subjects were selected, translated and improved. The improvement of their own performances is carried out, so that they have an error-free translation in front of them at the end and fulfils the aims of the whole seminar. The repeated working of their own translations gives them the opportunity to think about their work and to think more critically while working. In a seminar they have translated, for example, an article about Alzheimer's disease of which the process was as mentioned above:

Forschung gegen das Vergessen  
 Es fängt an mit kleinen Dingen, die man vergisst. Falsche Verknüpfungen in der Erinnerung. Irgendwann wissen die Betroffenen nicht mal mehr, wer sie sind. Das Vergessen wird zur Krankheit. Demenzerkrankungen wie die Alzheimer-Krankheit, die in ihrer häufigsten Form bei Personen über dem 65. Lebensjahr auftritt. Die Zahl der Menschen, die unter einer noch unheilbaren neurodegenerativen Erkrankung leiden, wächst kontinuierlich. Allein in Deutschland gibt es rund 4 Mio. Demenzerkrankte. Jährlich kommen 200.000 neue Erkrankungen hinzu. Bislang ist es lediglich möglich, den Krankheitsverlauf mit Medikamenten zu verzögern.

Million  
 Sini sistemini çözümlen  
 plantar insan sayisi koistitraci surekli  
 buyuyor

Fig. 4: Article about Alzheimer's: First handwritten dictation



01.10.2013

## Forschung gegen das Vergessen

Es fängt an mit kleinen Dingen, die man vergisst, falsche Verknüpfungen in der Erinnerung. Irgendwann wissen die Betroffenen nicht mal mehr, wer sie sind. Das Vergessen wird zur Krankheit. Demenzerkrankungen wie die Alzheimer-Krankheit, die in ihrer häufigsten Form bei Personen über dem 65. Lebensjahr auftritt. Die Zahl der Menschen, die unter einer noch unheilbaren neurodegenerativen Erkrankung leiden, wächst kontinuierlich. Allein in Deutschland gibt es rund eine Million Demenzerkrankte. Jährlich kommen 200.000 neue Erkrankungen hinzu. Bislang ist es lediglich möglich, den Krankheitsverlauf mit Medikamenten zu verzögern.

## Çeviri

## Unutkanlığa karşı araştırma

Bu küçük şeyleri unutmakla başlıyor. Hafızada yanlış bağlantılar. Murdarip olanlar zaman geliyor ki artık kim olduklarını bile bilmiyorlar. Unutkanlık hastalığına dönüşüyor. Alzheimer hastalığı gibi nörolojik hastalıklar en sık olarak 65 yaş ve üzeri kişilerde ortaya çıkmaktadır. Tedavisi olmayan sinir sistemi çöküşüne murdarip olan insan sayısı sürekli artıyor. Özellikle Almanya'da bir milyon civarında bunama hastaları var. Her yıl 200.000 yeni hastalar ilave oluyor. Şimdiye kadar hastalığın gidişatı sadece ilaçlarla geciktirilebiliyor.

Fig. 5: Article about Alzheimer's: Improved aim text (Translating)

In the next seminar, they have dealt with a text from the area of technology. Consequently, the level of translation and the level of knowledge of the students increased week by week. They gained new perspectives about different interesting themes. Short texts and poems from famous poets and writers, such as: Friedrich Schiller, Johann Wolfgang von Goethe or text by philosophers

of the 21th century were also translated. The text about Jürgen Habermas can be given as an example:

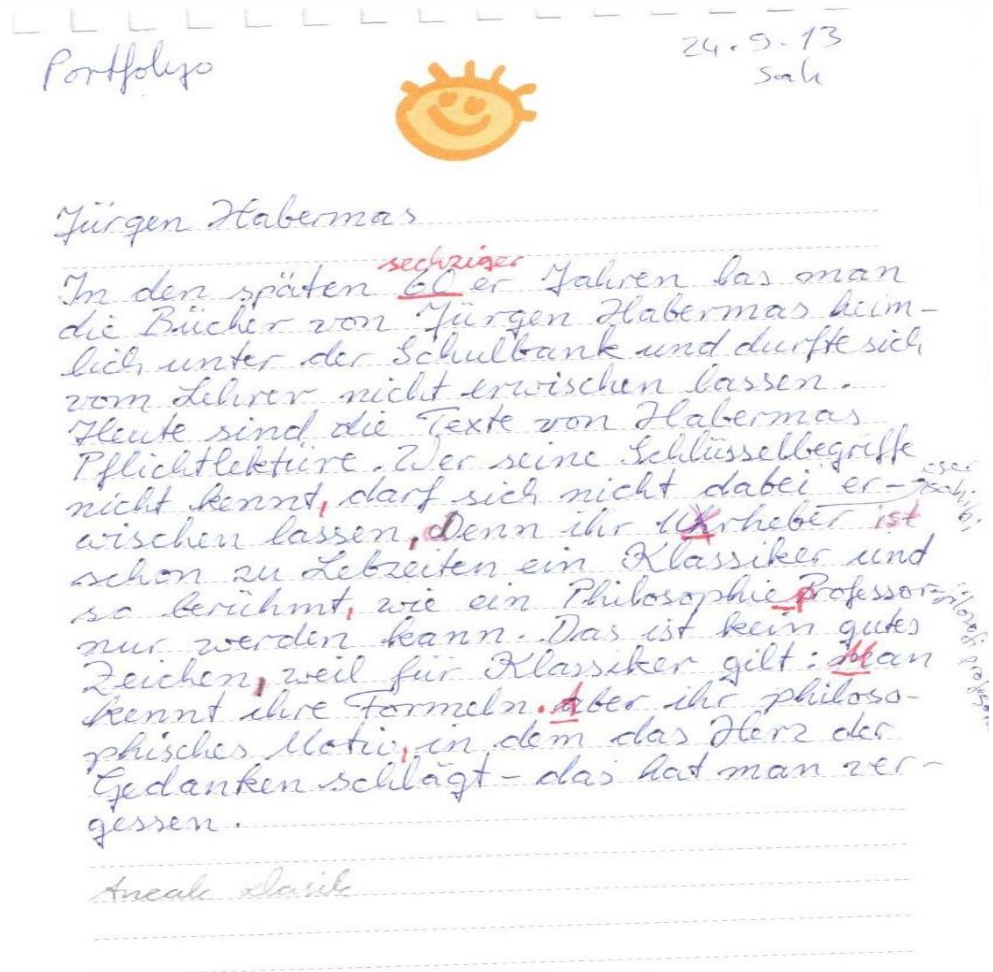


Fig. 6: Text about Jürgen Habermas: First handwritten dictation

Jürgen Habermas'ın kitapları 60' lı yılların sonunda doğru gizlice sınıfların altında okunuyordu. Öğretmenin yakalamaması için sınıfların altında gizlice okunuyordu.

60' lı yılların sonunda Jürgen Habermas'ın kitapları sınıfların altında gizlice okunur ve öğretmen tarafından öğrenciler kendilerini yakalamamalıydılar.

Günümüzde Habermas'ın metinleri okulların okuma programlarının bir parçasıdır.

Günümüzde Habermas'ın metinleri okulların zorunlu okunacak eserleri arasındadır.

Temel terim kavramı kim bilmiyorsa kendini o esnada ele vermemelidir, çünkü eser sahibi daha yaşarken klasikler arasında girerek bir felsefe Profesörünün olabileceği kadar meşhur olmuştur. Bu işiye işaret değil, zira klasikler için geçerli olan şudur: klasik eserlerin biçimleri bilinmektedir ancak düşüncelerin kalbinin attığı klasik eserlerin felsefi motifi unutulmuştur.

Zira eser sahibi daha yaşarken hadjatta...

Fig. 7: Text about Jürgen Habermas: Self Translating

Çeviri

60' lı yılların sonunda Jürgen Habermas'ın kitapları sınıfların altında gizlice okunurdu ve öğretmen tarafından öğrenciler kendilerini yakalamamalıydılar. Günümüzde Habermas'ın metinleri okulların zorunlu okunacak eserleri arasındadır. Temel terim kavramı kim bilmiyorsa kendini o esnada ele vermemelidir, çünkü eser sahibi daha yaşarken klasikler arasında girerek bir felsefe Profesörünün olabileceği kadar meşhur olmuştur. Bu işiye işaret değil, zira klasikler için geçerli olan şudur: klasik eserlerin biçimleri bilinmektedir ancak düşüncelerin kalbinin attığı klasik eserlerin felsefi motifi unutulmuştur.

Fig. 8: Text about Jürgen Habermas: Improved aim text (Translating)

With the translation of such texts the students are confronted with different special fields. The students also wrote free, critical texts about different themes where they could express their own thoughts. With the help of such texts the students learned many technical terms from different areas of knowledge. The use of technical terms had a lot of positive influences on the vocabulary of the students. The students attached importance to technical terms and appropriate vocabulary. In a few translations technical terms are non-existent.

Looking at the seminar outwardly implies that this working method results in many writing and reflection. In is not only the end-product but also the learning process that emerges to the foreground in this working method. Therefore, we can look at the seminar portfolio as an instrument of the learning and the performance assessment, which explain the existence of the seminar of interest.

#### 4. The documentation and the assessment of the portfolio.

The portfolio makes it possible to have open lessons with the students. Beyond it provides a lot of space for learning which should closely be related to the overview, controlling and discussion of the learning processes and the end-product all together. It is a good method to the independently reflection and an improvement of the learning, because the students document their own learning processes themselves. The learning work and personal development of the learners are represented with selected works, is reified, reflected and assessed. Here in our portfolio for example we can specify the orthography and grammar mistake correction. The mistakes made during the dictation are corrected by the students themselves with a colored pencil. With it, the students get the opportunity to be able to understand their mistakes independently:

(Görsel) 19.11.2013

Wirtuelle Sprachschule

Hundert Millionen Menschen sprechen Deutsch als Muttersprache. Weltweit kommen noch 24 Millionen dazu, die Deutsch beherrschen. Deutsch ist eine der großen Wirtschaft- und Wissenschaftssprachen. Gute Gründe, die Sprache zu lernen. Mit Deutsch-lehri-Online geht das sogar übers Internet. Das von der Initiative Außenwirtschaftspolitik unterstützte Angebot kombiniert aktuellste Erkenntnisse aus der Sprachwissenschaft mit moderner Mediendidaktik. Für die wissenschaftliche Fundierung stehen das Institut für Deutsch als Fremdsprache der Ludwig-Maximilians-Universität München und Gast, die Trägergesellschaft des Sprachtests Test DaF, gerade. Vom Anfängerkurs bis zu Fachsprachkursen für Mediziner oder Juristen reicht das Spektrum.

Fig. 9: Orthography and grammar mistakes are corrected with a colored pencil

With this correction work the students are more involved in the assessment process. Therefore, the performance evaluation of the students can be carried out by means of the portfolio during the lessons in the learning process. According to Winter the assessment of performance should not only view the learning results but also try to attempt the learning process itself (Winter, 2011, p. 167).

The performance assessment is made by the lecturer with the help of the students. Since in this portfolio the edited themes and materials were not individual, the working way was common and a comparative assessment was not so difficult. All students had namely translated the same texts, therefore, the criteria of the assessment could easily be determined. In the assessment of the portfolio the student's self-assessment is also very important, because they can motivate themselves by the self-assessment. Therefore, the self-confidence of the students rises and the students can develop their own critically cogitation with this assessment. At the end of the semester the students should write a free text about their own self-assessment.

To create this assessment together, students must write down a short text, which reflects the area they have improved or they still have problems in. The self-assessment of the students gave them the opportunity to consider critically their own work from another perspective. The final reflection forms the core of the portfolio, which can be considered as a self-assessment. The meta-reflection of the students shows their own way of learning in the process of the projects. At this stage we also see perspectives for future learning:

Portfolyo çalışmasının öğrenme yönünde çok faydası olduğu kesin, aynı zamanda çok keyifli geçen bir ders. Yalnız, biraz daha az ders işlemek, başka derslerimize de biraz daha fazla zaman ayırabilmemiz demektir. Sınav stresi olmadığı için ayrıca güzel buluyorum, ama bütün derslerde portfolyo hazırlamak çok güç, çünkü çok zaman alıyor.

Leviride kendimi epey yol almış olarak görüyorum.

Değerlendirme konusunda endişelerim var, çünkü gerçekte kimin, neyi, ne kadar bildiği belli olmuyor gibi geliyor bana.

Kendi çabalarımızla öğrenmek çok daha kalıcı oluyor.

Fig. 10: Own final reflection

Arkadaşımın dosyasının titizlikle hazırlanmış olduğunu gördüm. El yazısı çok güzel, fakat okulda yapılan tercümelelerin ve kendi yaptığı tercümelelerin birbirine karışmış olduğunu fark ettim. Dosyayı açtığım zaman yapılan bütün tercümelelerin gözümün önünde olmasını isterdim.

Fig. 11: Assessment from another student (Without grading)

Portfolios are evidences in which the performances are self-presented and are not only number-shaped foreign judgment on performances, as it is the case in the digit-testimonial. When the students participate themselves at the assessment of the portfolio, they have the opportunity to make their own discussion on the lesson and preparation of the portfolio. They can learn with the help of the portfolio equally from their own mistakes and good examples. Since portfolios are stored very thoroughly, described and linguistically right designed people from outside can also understand what was learnt and performed. It must also be emphasized that the conditions of teaching in this seminar are very suitable for the portfolio work. The portfolio being revised after the completion brings students an advantage as to restudy their mistakes and missing parts. Our portfolio comprised not any personal aim formulation at the beginning, therefore the students could only partially decide on their work and take responsibility. But with a personal aim formulation the students could finally determine whether they achieved their goal or not. Moreover, the students must not only evaluate their own portfolio in writing, they must perhaps even grade it themselves.

## 5. Conclusion

With the creation of this portfolio students have acquired their specialist knowledge (Grammatical structures and vocabulary structures) in a very effective form which under common conditions could not be realized by them. Besides the enormous increase in learning (clearly perceivable improvement) in grammar and vocabulary, the most important advantage is the positive development of the writing competence. They learnt about grammatical structures incorporated to generate fluent and clearly structured text in a foreign language. Without any emphasize on the development of the four skills (listening, speaking, reading and writing), the portfolio allowed to place emphasis on the development of the individual student's weakest skills in the foreign language teaching.

The development and the reached level of learning can be pursued in this portfolio with the help of the collected materials very well and ascertained. The continuous and comprising analysis of the portfolio allows deep insights into the quality of existing structures by hand. With the portfolio work one can achieve an unprecedented increasing motivation in all students. Also the students got a positive image about the seminar and they were proud of their own translation performances.

The open education processed themes gave the opportunity to the students to deepen into different areas they were interested in. The portfolio allowed more space for initiative learning to the students, and put their development into the center of the lesson. These open free to choice lectures also reinforced the self-control and own responsibility of the students and made them became conscious about their responsibility in their own learning process. In other words the students took total responsibility in their learning process. They not only obtained specialist skills, but also key qualifications like method competence and social competence, or set their acquired skills competence and extended them.

The corrections during the portfolio preparation led to the fact that the students saw the correction of the mistakes as a part of the learning process and therefore, developed a tolerance for their own mistakes and the other students as well. From it we are able to see that with the help of the portfolio many new possibilities can be shown for cooperative work.

### Suggestions

- For a better portfolio we should give more feedbacks, but for this we should have fewer students in the auditorium.
- For a thorough assessment of the portfolio we should be able to use more time.
- The evaluation of the quality of portfolios is subjective and that is why the assessment should be carried out by more than only one teacher.

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