

AUGUSTA STATE UNIVERSITY
DEPARTMENT OF ENGLISH AND FOREIGN LANGUAGES
FOREIGN LANGUAGE PORTFOLIO GUIDELINES

1. GOALS

- FOR STUDENTS

- The Foreign Language Portfolio (FLP) provides students enrolled in upper division foreign language courses an opportunity to select evidence of their learning, reflect on it, and make it part of the assessment of their learning.
- The FLP makes students' language learning process more transparent, helping them to understand the developmental path that second language learning takes when it occurs within a school setting, describing language outcomes for students who might begin instruction at different entry points, facilitating the development of their capacity for reflection and self-assessment, enabling them to assume more responsibility for their own learning, and thus encouraging learner autonomy and promoting lifelong learning.

- FOR FACULTY

- The FLP affords faculty with opportunities for formative and summative assessment of students' progress in proficiency development, reflected in the implementation of the *Standards for Foreign Language Learning* (SFFL) and the *American Council on the Teaching of Foreign Languages Performance Guidelines* (ACTFL Performance Guidelines), commensurate with the successful pursuit of a minor or a major for the Bachelor of Arts in Foreign Languages.
- The FLP allows faculty to assess the students' progress over time and to gather data to help plan program improvement.

2. REQUIREMENTS

- JUNIOR PORTFOLIO (JP) / SENIOR PORTFOLIO (SP)

- The FLP is articulated in two distinct parts. The JP is required for all students who have completed three upper division foreign language courses while the successful completion of the SP is necessary to fulfill graduation requirements for a major.
- The JP is due by the end of the second week of the semester (this year by Oct. 6th) after the completion of three upper division foreign language courses (9 credit hours), whereas the SP is due by the end of the second week of the semester after the completion of five additional courses (15 credit hours) after the JP or at the submission of a graduation application, whichever comes first.
- Three artifacts are required for the JP and five additional artifacts for the SP.

- ARTIFACTS

- The artifacts include any academic work produced in an upper division foreign language course approved prior to its submission by the professor teaching the course when it was created; this includes written, oral and media presentations, performances, representations, visual and graphic arts, journal entries, compositions, etc...
- The artifacts may also document any linguistic and/or cultural experience gained outside formal educational contexts. In that case, this documentation should be approved prior to its submission by the portfolio advisor.
- Only one artifact from any single course or experience can be included in the FLP.
- The artifacts should be part of a clean, attractive, and well organized portfolio and need to be submitted in digital and hard copy format.
- The artifacts included in the FLP should cover all the standards of the SFFL and follow the ACTFL Performance Guidelines:
 - The SFFL are “content standards” that define “what all students should know and be able to do”, known as *The Five C’s of Foreign Language Education* (Communication, Communities, Comparisons, Connections, and Cultures; see attached SFFL document for more information).
 - The ACTFL Performance Guidelines are “performance standards” that describe the language proficiency of language learners in Standards-based language programs, how well students demonstrate competencies, “how well should students be expected to do the what from the content standards”. These guidelines are organized according to the three modes of communication (interpersonal, interpretive, and presentational) and provide an organizing principle and a view of language that reflects real communication.
 - ✓ The Interpersonal Mode is characterized by the active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.
 - ✓ The Interpretive Mode focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker.
 - ✓ The Presentational Mode refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.
- Each artifact must be accompanied by a self-reflection, a pivotal feature of the portfolio since it holds students accountable for their selections and verifies the degree of learning that has taken place. The self-reflection should justify why each artifact was selected; the student should comment on her initial learning goals and SFFL, whether these were met, what the student learned from creating the artifact, what the artifact demonstrates about the student’s personal growth and development as a foreign language learner, and the implications the artifact has for the student’s future learning goals. A final self-reflection, covering all the artifacts, should accompany the JP and the SP as a capstone of the portfolio.

- EVALUATION

- The portfolio will be evaluated in both a formative and summative way. The ongoing evaluation of academic and non-academic artifacts by faculty and the portfolio advisor will constitute a formative assessment benchmark of

each student's work in order to identify areas of concern and address particular deficiencies prior to the summative evaluation during an informal meeting between the portfolio advisor and the student.

- If any artifact is unacceptable, it will be returned to the student with comments. Students will have ten working days to address the deficiencies and re-submit to their portfolio advisor. The portfolio may only be re-submitted once per semester. If the portfolio is unacceptable a second time, students will resubmit in the following semester's timeline.
- Students will not be permitted to complete their minor or major until they submit an acceptable portfolio.

3. TIMELINE

FOREIGN LANGUAGE PORTFOLIO									
	1 st Course	2 nd Course	3 rd Course	4 th Course	5 th Course	6 th Course	7 th Course	8 th Course	9 th Course
Upper Division Foreign Language Courses	Start Finish			JP due by the end of the second week of the semester					
	JUNIOR PORTFOLIO (Required of all students)								
				Start				Finish	SP due by the end of the second week of the semester or at the submission of a graduation application, whichever comes first
				SENIOR PORTFOLIO (Required only for majors)					

For more information, please contact the Foreign Language Portfolio Coordinator, Dr. Leveziel, at flevezie@aug.edu