

The Effect of Portfolio on Foreign Language Speaking Skills of 60-72-Month-Old Preschool Children

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Abstract: The desire of the communities to interact and communicate with other societies revealed foreign language learning behaviour. Today, all countries have set a goal of learning at least one foreign language in their education programs. In this context, it is increasingly vital to start foreign language education at an early age. On the other hand, numerous materials have emerged to support foreign language education such as portfolios. They are becoming essential in foreign language acquisition. This study looks at the impact of guided portfolio keeping on the language skills of very young learners. Therefore, this study was conducted to examine the effect of portfolio use on the foreign language speaking skills of children attending preschool education. One group pre-test and post-test design without a control group, which is one of the pre-experimental designs without a control group, was used in the research. The study sample consisted of 25 children (14 boys and 11 girls) attending preschool education in a private school affiliated with the Directorate of National Education in Kütahya. In the collection of data, the portfolio developed and applied by the researchers was used. The Wilcoxon signed rankings test was performed in the data analysis to determine the difference between each section's pre-test and post-test scores. According to the study results, it was concluded that using a portfolio had a positive effect on children's speaking skills of this age. As a result of this effect, it was found that there was a significant increase in speaking skills both in the target foreign language and in their family language.

Keywords: Preschool, child, foreign language, guided portfolio

60-72 Aylık Okul Öncesi Dönem Çocuklarında Portfolyonun Yabancı Dil Konuşma Becerilerine Etkisi

Özet: Toplumların diğer toplumlarla etkileşim ve iletişim kurma isteği, yabancı dil öğrenme davranışını ortaya çıkarmıştır. Günümüzde tüm ülkeler eğitim programlarında en az bir yabancı dil öğrenmeyi hedef olarak belirlemiştir. Bu bağlamda yabancı dil eğitimine erken yaşta başlamak giderek daha fazla önem kazanmaktadır. Öte yandan portfolyo gibi yabancı dil eğitimini destekleyecek çok sayıda materyal ortaya çıkmıştır. Bunlar yabancı dil ediniminde önemli hale gelmektedirler. Bu çalışma, rehberli yani öğretmen eşliğinde portfolyo tutmanın okul öncesi öğrencilerinin dil becerileri üzerindeki etkisini inceleyen bir araştırmadır. Bu nedenle bu çalışma, portfolyo kullanımının okul öncesi eğitimine devam eden çocukların yabancı dil konuşma becerilerine etkisini incelemek amacıyla yapılmıştır. Araştırmada kontrol grupsuz deney öncesi desenlerinden biri olan kontrol grupsuz tek grup ön test ve son test deseni kullanılmıştır. Araştırmanın örneklemini Kütahya ilinde Milli Eğitim Müdürlüğüne bağlı bir özel okulda okul öncesi eğitime devam eden 25 çocuk (14 erkek ve 11 kız) oluşturmuştur. Verilerin toplanmasında araştırmacılar tarafından geliştirilen ve uygulanan portfolyo kullanılmıştır. Veri analizinde her bölümün ön test ve son test puanları arasındaki farkı belirlemek için Wilcoxon işaretli sıralama testi yapılmıştır. Araştırma sonuçlarına göre portfolyo kullanmanın bu yaşta çocukların konuşma becerileri üzerinde olumlu etkisi olduğu sonucuna varılmıştır. Bu etki sonucunda çocukların hem hedef yabancı dillerinde hem de ana dillerinde konuşma becerilerinde anlamlı bir artış olduğu tespit edilmiştir.

Anahtar Sözcükler: Okul öncesi, çocuk, yabancı dil, rehberli portfolyo

1. Introduction

People have used languages to understand and tried to fulfil the need to communicate emotions to others from the beginning of history (Aydoğan and Çilsal, 2007). Therefore, it is equally important to know and use a foreign language. Furthermore, as regards the world's rapid globalisation, the continuous development of communication technology (Wordu et al., 2022) and tools such as e-mails, video and web conferencing, and cell phones make the world naturally multicultural. Therefore, reaching a common ground and accelerating the development, teaching, and learning of a foreign language have become more necessary and gained importance across the world (Sentürk and Kahraman, 2020). In this regard, a variety of materials can impact early language development (Farangi and Mehrpour, 2022), and raising children's awareness of the foreign language by initiating foreign language education as soon as possible is essential (Akpınar and Aydın, 2010; Işık, 2008; Oflaz, 2015).

In this century, lowering the age of foreign language learning for children has become a global trend. To support this, Foreign Language (FL) acquisition at a young age is becoming increasingly popular across the world. The attraction for parents and educators can range from giving children a head start on gaining advanced FL skills to allowing them to begin forming global orientations (Johnstone, 2009). In this sense, it has become prevalent for children to start learning a non-native language in preschool (Murphy, 2014). Accordingly, the need for content production and diversity in foreign language teaching is increasing gradually (Cameron, 2003). This reality also creates challenges in the assessment, design of the materials, and professional development of teachers. In terms of materials, foreign language contents taught in preschool are pretty different from those of adults. This is natural for the materials used in kindergarten to be different from those used by adults. Furthermore, to be creative in content, the child's enjoyment, excitement, curiosity, and self-evaluation of what he or she will learn becomes continuous using creative thinking. Therefore, the content to be used to teach a foreign language must be innovative and flexible (Bayındır, 2013). In this respect, mimics, gestures, and facial expressions should also be used to support the creation of meaning in preschool children and images such as picture and image cards, video materials, and art books to teach the targeted language (Mrutu et al., 2016).

Generally, the demand for foreign language learning and teaching increases in preschool education. Private schools in Turkey mostly meet this demand. However, most schools in Turkey offer a curriculum in foreign languages, apart from kindergartens. Due to the fact that there was no standard syllabus or program tailored for teaching foreign language education for young learners except for private schools until the year 2012 (MEB, 2012), and this one was only a course program called "*English Early Language Teaching Course Program for Children*" for preschool institutions prepared by the Ministry of National Education (MoNE, 2012). At least, it was a cornerstone during the last decade of this century. Even though a foreign language curriculum aims to set clear expectations, most English language teachers do exercises such as grammar and vocabulary but skip the pronunciation part (Harmer, 2003). They usually do not give the thing desired in the daily conversations as they are insufficient in the real-life pronunciation part (Miller et al., 2006). The speaking training is provided mainly in English using a coursebook.

Children are curious between the ages of three and five, so it is necessary to introduce children to a language they will love in this period. In this sense, by comparing those who start foreign language learning at an early age and those who begin at older ages, general practice is achieved by adults and those who start learning a second language at the early stages of language learning, in terms of form and knowledge development. In contrast, children who begin to learn a second language at an early age can outperform both groups in the long run and use language close to the native language users, especially in terms of phonetic awareness of the language, without an accent issue (Haznedar, 2003). As a result, language teaching at schools does not accelerate the learning process by not proceeding straight. Learning a language is dynamic, and language must be meaningful and must be used. To use it, one should speak the target language. To make it clear, it is necessary to know the sounds heard. The rationale is that the English language (L2) is not written as it is read compared to the Turkish language (L1) (Asher and García, 1969; Canbulat and İşgören, 2005; Clark 2000; Krashen, 1973).

What is more, it can also be observed the encouragement to learn, motivation, knowledge of other cultures, learning to learn, and cognitive skills and awareness of children through foreign language learning in preschool education (Pinter, 2017). Accordingly, there is a need to assess such training in some way. The evaluation should be authentic; that is, it should include students who solve real problems and evaluate solutions, resulting in quality or performance products (Wiggins, 1993).

In addition to the ones mentioned earlier, performance-based evaluation and portfolio, one of the alternative assessments, can be used to assess children's skills in preschool education in a foreign language (Pierce and O'Malley, 1992). The portfolio in a foreign language aims to collect students' work and indicate the duration of the student's effort, progress, or success in the given area. The portfolios used in this study are the evaluation portfolios used to determine the performance-based level to evaluate the process (Arter & Spandel, 1992; Gülbahar and Köse, 2006). Utilising a portfolio and rating scale to assess the use of the word in a foreign language is shown as one of the ways used in formal education (Andrade and Du, 2005; Easley and Mitchell, 2003).

Traditionally, the school-age is mileage when children's physical, social, emotional, mental and aesthetic development happens mainly in an intense way (Gökce and Bayındır, 2021). Since they are good at pronunciation and accordingly, portfolios and audio-visual materials are presented as an additional element in teaching foreign languages more effectively in preschool (Cameron, 2005; Harmer, 2003; Krashen, 1973; Zorba and Tosun, 2011). Thus, the study examines the effect of portfolios in preschool education to offer a foreign language program in a qualified preschool program and allow preschool children to pronounce their foreign language in their later years better.

In this sense, these problems were addressed to find answers to the following.

1. Does the use of a portfolio impact preschool children's foreign language speaking skills in the Spoken Production (English) skills sections?
2. Does the use of the portfolio impact preschool children's foreign language speaking skills in the Spoken Production (Turkish) skills sections?

3. Does the use of the portfolio impact preschool children's foreign language speaking skills in the Spoken Interaction (English) skills sections?

4. Does the use of the portfolio impact preschool children's foreign language speaking skills in the Spoken Interaction (Turkish) skills sections?

Method

2.1. Research Design

A pre-experimental model was employed in this study. This model is the most basic type of study design, and in a pre-experiment, a single or several groups are observed after exposure to an intervention or treatment that is thought to cause change. However, one group pre-test and post-test design without a control group, one of the pre-experimental designs without a control group, was used in the study. Therefore, the researchers perform their studies on a single group in these pre-experimental designs. The researchers intervene in a group during the course of the experiment. In these experimental designs, there is no control group to compare with the experimental group (Creswell, 2014) with an aim to enhance the richness of the research findings.

Participants

The study sample consisted of 25 children who continued their preschool education in a private college in Kütahya. In the sample, there were 14 male and 11 female students. When selecting the sample, kindergarten students who were 60-72-month-old and attended English courses were determined. The convenient sampling method was used in the study. The convenient sampling method was used because the researchers formed a study group of individuals who could be easily reached during the study (Baltacı, 2018).

The children involved in this study were at the beginner level. This level is defined as A1 according to the Common European Framework of Reference for Languages (CEFR). The initial level aims to build the foundation for other levels and includes many language skills (Bernhardt et al., 1984).

2.2. Data Collection

As a data collection tool, the Foreign Language Portfolio was put into use during the pre-test and post-test process and the language and concept development of children were monitored through the guided portfolio way. Guided portfolio use refers to the use of a language portfolio under the control of a teacher.

The researcher developed the portfolio, and it was based on the CEFR to obtain data about the English levels of the children mentioned in the sample. An English translation version of the rubric in Turkish was used to find the exact levels. The translation and adaptation of the rubric were accomplished by the researcher. This process was the basis of the rubric developed by Outeiral (2014). This rubric is based on the oral communication evaluation chart specified in the CEFR (Council of Europe Department of Modern Languages, 2013). Therefore, in the data collection, within the scope of the research, "portfolio", which was developed and applied by the researcher, and "rubric", which was translated and adapted into Turkish by the researcher, were used.

2.3. Data Analysis

A statistical analysis program was used to analyse the data obtained from preschool children through the “portfolio” developed and applied by the researcher. Descriptive statistics (number of individuals, arithmetic mean, standard deviation) were used for both pre-test and post-test to examine the difference in the effect of portfolio use on foreign language speaking skills of 60-72-month-old preschool children.

3. Findings

In this part of the study, the data were interpreted in tables in line with the general purpose of the research.

Table 1.

Findings Regarding Speaking - Spoken Production using English Pre-Test - Post-Test

Question	Spoken Production – Pre-Test (English)			Spoken Production – Post Test (English)		
	N	\bar{X}	SS	N	\bar{X}	SS
1	25	1,80	1,290	25	4,44	,650
2	25	1,48	,918	25	4,08	,996
3	25	1,52	1,045	25	4,40	,763
4	25	1,48	1,004	25	4,04	1,098

Table 1 was examined in terms of English language acquisitions, and this was the target language in the Spoken Production (using English) dimension. When the answers given for the 1st question, “*I can count from 1 to 10*”, were examined, it was seen that the pre-test mean scores of $\bar{X} = 1.80$ and the post-test mean score is $\bar{X} = 4.44$. Considering the answers given to the second question, “*I can name some fruits and vegetables*”, it was seen that the pre-test scores were $\bar{X} = 1.48$, and the post-test mean scores were $\bar{X} = 4.08$. Looking at the answers given to the 3rd question, “*I can name some colours*”, it was seen that the pre-test mean scores were $\bar{X} = 1.52$, and the post-test mean scores were $\bar{X} = 4.40$. In the answers to the 4th and verbal expression pre-test post-question “*I can name some animals*”, it was seen that the pre-test mean scores were $\bar{X} = 1.48$, and the post-test mean scores were $\bar{X} = 4.04$.

Table 2.

Results of the Wilcoxon Analysis for the Significance of the Difference Between the Speaking – Spoken Production (using English) Pre-test – Post-test Scores

Pre-Test – Post Test	N	x	Σ	z	p
Negative Ranks	0	0	0		
Positive Ranks	25	13,00	325,00	-4,381	,000
Ties	0	-	-		

To determine whether there was a significant difference between the pre-test and post-test scores received from the Spoken Production - English section, the difference between the children’s pre-test and post-test scores was statistically significant ($z=-4.381$; $p<.05$) in the Wilcoxon test results. In this sense, the difference was in favour of the post-test. In

other words, as a result of the study, it was seen that there was a significant increase in their children’s Spoken Production (English) Pre-Test - Post-Test English levels.

Table 3.

Findings Regarding Speaking – Spoken Production using Turkish Pre-test – Post-Test

Questions	Spoken Production – Pre-Test (Turkish)			Spoken Production – Post-Test (Turkish)		
	N	\bar{X}	SS	N	\bar{X}	SS
1	25	4,68	,748	25	4,96	,200
2	25	4,44	,820	25	4,96	,200
3	25	4,68	,627	25	4,96	,200
4	25	4,28	1,17	25	4,96	,200

Table 3 was examined in terms of the achievement for answering the questions asked in the mother tongue (Turkish) in the English Speaking - Spoken Production dimension. When the answers given for the 1st question, “*I can count from 1 to 10*”, were examined, the pre-test mean scores were $\bar{X} = 4.68$, and it was seen that the test mean scores are $\bar{X} = 4.96$. When the answers given for the second question, “*I can name some fruits and vegetables*”, were considered, it was seen that the pre-test scores were $\bar{X} = 4.44$, and the post-test mean scores were $\bar{X} = 4.96$. Looking at the answers to the 3rd question, “*I can name some colours*”, it was seen that the pre-test mean scores were $\bar{X} = 4.68$, and the post-test mean scores were $\bar{X} = 4.96$. When the answers to the 4th and verbal expression pre-test post-question “*I can name some animals*” were examined, it was seen that the pre-test mean scores were $\bar{X} = 4.28$, and the post-test mean scores were $\bar{X} = 4.96$.

Table 4.

Results of the Wilcoxon Analysis for the Significance of the Difference Between the Speaking – Spoken Production (using Turkish) Pre-test – Post-test Scores

Pre-test - Post-test	N	x	Σ	z	p
Negative Ranks	0	0	0		
Positive Ranks	11	6,00	66,00	-2,950	,003
Ties	14	-	-		

The difference between the children’s pre-test and post-test scores was found statistically significant ($z = -2,950$; $p < .05$) as a result of the Wilcoxon test performed to determine whether there was a significant difference between the pre-test and post-test scores of the Speaking Spoken Production using Turkish in Table 4. In this sense, the difference was in favour of the post-test. In other words, as a result of the study, it was seen that there was a significant increase in the Turkish level of their children’s Speaking - Spoken Production.

Table 5.

Findings Regarding Speaking - Spoken Interaction using English Pre-test - Post-test

Questions	Spoken Interaction – Pre-Test (English)			Spoken Interaction – Post-Test (English)		
	N	\bar{X}	SS	N	\bar{X}	SS
1	25	1,96	1,457	25	4,40	,577
2	25	4,36	,907	25	4,96	,200

3	25	2,36	1,439	25	4,40	,763
4	25	1,40	,912	25	4,00	,707

Table 5 was examined in terms of acquisitions in target language English in the Spoken Interaction English dimension. When the answers given to the first question, “*I can say how I am when asked,*” were examined, it was seen that the pre-test means were $\bar{X} = 1,96$ and the post-test means were $\bar{X} = 4,40$. Considering the answers to the second question, “*I can say my name when asked to introduce myself,*” it was seen that the pre-test means were $\bar{X} = 4,36$, and the post-test means were $\bar{X} = 4,96$. Looking at the answers to the 3rd question of “*I can say how old I am when asked how old I am,*” it was seen that the pre-test means were $\bar{X} = 2,36$ and the post-test means were $\bar{X} = 4,40$. “*I can answer when asked what I like, such as colours and fruits,*” When the answers given to the 4th and last question were examined, it was seen that the pre-test means were $\bar{X} = 1,40$ and the post-test means were 4,40.

Table 6.

Results of the Wilcoxon Analysis for the Significance of the Difference Between the Speaking – Spoken Interaction (English) Pre-test – Post-test Scores

Pre-test - Post-test	N	x	Σ	z	p
Negative Ranks	0	0	0		
Positive Ranks	24	12,50	300,00	-4,291	,000
Ties	1	-	-		

When Table 6 was examined, the Wilcoxon test, which was performed to determine whether there was a significant difference between the pre-test and post-test scores they received from the Spoken Interaction English section, was statistically significant ($z = -4,291$; $p < ,05$). The difference was in favour of the post-test. In other words, as a result of the study, it was observed that there was a significant increase in the children’s Spoken Interaction English Pre-Test-Post-Test levels.

Table 7.

Findings Regarding Speaking - Spoken Interaction in Turkish Pre-test - Post-test

Questions	Spoken Interaction – Pre-Test (Turkish)			Spoken Interaction – Post Test (Turkish)		
	N	\bar{X}	SS	N	\bar{X}	SS
1	25	4,16	1,434	25	4,84	,374
2	25	4,84	,374	25	5,00	,000
3	25	4,28	1,242	25	4,76	,435
4	25	3,80	1,154	25	4,84	,472

When Table 7 was examined, in terms of acquisitions in the target language English in the Spoken Interaction Turkish dimension, when the answers given to the 1st question, “*I can say how I am when asked,*” were examined, it was seen that the pre-test means were $\bar{X} = 4,16$. The post-test means were $\bar{X} = 4,84$. Considering the answers to the second question, “*I can say my name when asked to introduce myself,*” it was pointed out that the pre-test means were $\bar{X} = 4,84$, and the post-test means were $\bar{X} = 5,00$. Considering the answers to the 3rd question of “*I can say how old I am when asked how old I am,*” it was seen that the pre-test means were $\bar{X} = 4,28$ and the post-test means were $\bar{X} = 4,76$. “*I can answer when asked what I like, such as colours and fruits,*” When the answers given to

the 4th and last question were examined, it was seen that the pre-test means were $\bar{X} = 3,80$ and the post-test means were 4,84.

Table 8.

Results of the Wilcoxon Analysis for the Significance of the Difference Between the Speaking – Spoken Interaction (Turkish) Pre-test – Post-test Scores

Pre-test - Post-test	N	x	Σ	z	p
Negative Ranks	0	0	0		
Positive Ranks	15	8,00	120,00	-3,417	,001
Ties	10	-	-		

As seen in Table 8, as a result of the Wilcoxon test performed to determine whether there is a significant difference between the pre-test and post-test scores of the Speaking Spoken Interaction Turkish, the difference between the pre-test and post-test scores was statistically significant ($z=-3,417$; $p<,05$). In this sense, the difference was in favour of the post-test. In other words, as a result of the study, it was seen that there was a significant increase in the Turkish level of their children’s Speaking - Spoken Interaction.

When considering the analysis results, it can be said that the use of a portfolio affects the foreign language speaking skills of 60–72-month-old children in the preschool period, and there is a significant increase in both foreign and mother tongues in terms of enhancing vocabulary and learning new chunks. The role of the portfolio in increasing the success of children in foreign language speaking skills is raising awareness of foreign language education, children’s goal pursuit, content selection and material development, self-reflection and self-evaluation.

4. Discussion and Conclusion

The results regarding the effect of portfolio use on the foreign language speaking skills of 60-72 months old preschool children will be discussed further in this part of the study.

Considering the Spoken Production-English and Spoken Production-Turkish sections were examined together, it was seen that there was a significant increase in the English level of their children by asking questions in English in the Spoken Production section. And in the Spoken Production-Turkish part, it was seen that there was a significant increase in English levels by answering the questions asked in English. Given the acquisitions in the Spoken-Production section were asked both in Turkish and in English, it was concluded that the use of a portfolio positively affected children’s speaking in a foreign language. They acquired new vocabulary in their family languages and English since they were exposed to new vocabulary during the portfolio assessment process. In the light of the results, it was seen that the achievements asked in English to the children were more effective than the achievements asked in Turkish in the portfolio.

When the answers given by the children participating in the research to the Spoken Interaction-English/Turkish parts were examined, it was found that there was a significant increase in their English level. By asking the questions about the acquisitions in the spoken interaction section both in Turkish and in English, it was found that the use of the portfolio had a positive effect on children’s speaking in a foreign language. In the light

of the results obtained, it was seen that the portfolio was more effective in the acquisitions asked in English than in the acquisitions asked in Turkish.

Returning to the point of designing foreign language programs using the English Language Portfolio (ELP) for very young learners, it can be found that a bridge between language awareness and proficiency-building goals. The findings of this study imply that more thoughtful and coordinated planning, guided portfolio use and its implementation, and assessment are required. It can be said that guided portfolio use refers to the use of a language portfolio with the help of a teacher. Because this age group in Turkey mostly does not know how to read and write. Accordingly, in terms of using a portfolio, it was observed that there was a significant increase in the Oral Expression Pre-test-Post-test levels of their children. When similar results are examined, as Efthymiou (2012) concluded in his research on the use of portfolios in speaking skills in English as a foreign language in primary education, it is clear that portfolio has a positive effect on children's language acquisition. With the use of portfolios in foreign language teaching, progress was achieved in children's foreign language levels. When similar results were examined, Erdoğan (2006) found that standardised assessment was insufficient in measuring students' development and what students could do as well as what they knew in his study on the effect of portfolio-based assessment in foreign language teaching on student achievement and attitudes towards the course. And also, portfolio as an alternative assessment, he concluded that students were satisfied with the portfolio.

It should be noted that children's success in a foreign language increased in portfolio-based education in a foreign language. When similar results were examined, Göksu (2011) concluded that the students' success working with the portfolio increased in his study on the effect of success and attitude on reading skills of the European language portfolio. In the study, the importance of using a portfolio was revealed. When looking at similar studies, Temiz and Elaldı (2011) stated in their study on foreign language teaching in the constructivist approach, one of the aims of a constructivist foreign language course is to advance students' primary language knowledge and skills according to the European Language Passport Criteria. With the use of portfolios, interaction with students and naturally with the class increased. When similar results were examined, Gencer (2014) concluded that the group to which the language portfolio was applied had higher socio-emotional adaptations and self-perceptions than the other group regarding the effect of the European Language Portfolio on the socio-emotional adaptations and self-perceptions of children in preschool education.

In line with children's literacy development, teachers need to know children's dependence on spoken language (Cameron, 2003) and use L1 and L2 in simple, understandable ways. In terms of their cognitive development, young learners tend to be confused with lessons that contain abstract concepts. In accordance with the study conducted by Nguyen (2021), young learner pedagogy, which is regarded as teaching and learning approaches suitable for young learners between the ages of 5 and 12, is at the centre of portfolio practice. Assessing learning a foreign language is different from assessing other areas. In this sense, when similar studies are examined, Brown and Hudson (1998) have concluded that the use of a portfolio is an alternative to evaluate among other options when looking at the results of their studies on language assessments.

It has been demonstrated that children's metacognitive skills can also be improved with a foreign language portfolio. When the studies are examined, Haukas, BJORKE, and DYPEDAHL (2018) mention that CEFR and language portfolio can improve the metacognitive skills of language learners. While doing this, keeping a portfolio is a documentation job. It also has a pedagogical function as well as documentation. Along with all of this, they concluded that encouraging them to record their linguistic documentation systematically would also facilitate their documentation of learned and known languages. In their study, ZORBA and TOSUN (2011) concluded that the benefits of the language portfolio in kindergartens are important. And also, the language portfolios and teaching materials are essential in effective language teaching. With the language portfolio, language learning can be enriched for students.

It was concluded that there was an increase in verbal expression and conversation skills using portfolios. EFTHYMIU (2012) found that portfolios in English speaking skills positively affect children's foreign language acquisition. In the light of the results obtained from the present study, it was seen that the portfolio was more effective in the acquisition of the questions asked in English compared to the acquisitions asked in Turkish. As a result of the study, it was observed that there was a significant increase in the Spoken Production Pre-test and Post-test levels of the children. With the use of a portfolio, awareness of new word acquisition increased, and positive progress was made. When similar studies were examined, BAŞEKİM'S (2015) case study concluded that the foreign language portfolio increased students' knowledge and increased students' motivation for teaching vocabulary in his study titled "Word portfolio application in the classrooms of foreign language learners at an early age".

To summarise, the results of this study show that the portfolio can be an effective tool for promoting self-assessment. However, because the educational system is considered traditional, or teacher-centred, it requires a lot of effort from both teachers and students who are pre-schoolers. In this sense, this study argues that the changes worldwide necessitate a difference in the role of the teachers. Accordingly, this can happen by following the latest innovations and trends in teaching technology and English. All in all, the portfolio is no more than a facilitator as an instrument in the learning setting. Again, the teachers will play a pivotal role in measuring a student's overall progress during the school years. Also, being a digital literate can be a critical subject in terms of transferring all portfolio materials into digital platforms. This present study was conducted with a portfolio for preschool children aged 60-72 months. Along with this, portfolios can be prepared and made with different age groups other than the 60-72 months group. It may be recommended to conduct studies on portfolio literacy and provide training in this subject. Also, further studies might collect data over a more extended period and possibly with a different age group. Although there are positive aspects of the portfolios, it can be recommended to follow up with a guided teacher due to the lack of literacy among children of this age.

5. Endnote

This article was produced from Mehmet GÖKCE'S MA thesis which was submitted and accepted by the Institute of Educational Sciences of Kütahya Dumlupınar University in 2019 and was orally presented at Biruni University, 1st International Congress on Teaching & Teacher Education; Istanbul, (June 11-12, 2021).

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Note on Ethical Issues

The authors confirm that the study was conducted in accordance with the ethical rules, and approved from the relevant Committee of Dumlupınar University and Directorate of National Education in Kütahya in the 2016-2017 academic year.