



## **Portfolios in the EFL Classroom: Indication of an Informed Practice**

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### **Abstract**

This paper provides an overview of the work done over the period of one term (6 months) with a group of sophomore English Translation students in a university in Iran. It disputes that by exploiting portfolios in EFL classrooms, the instructor can not only diagnose the learners' skills and competences, but also become aware of their preferences, styles, character, and learning strategies. This paper first introduces the reasons and intentions for the use of portfolios. Then it reports on their feedback, and categorizes their reflections into four domains. Finally it draws some conclusions that suggest how the students' reflections can help the teacher make informed decisions and choices in the classroom, and also contribute to a greater student involvement in the teaching- learning process, and to more autonomous learners of English. This study was an exploratory one that dealt with a particular learning context; the researcher believes that it has clear implications for teachers working in a variety of situations. This article presented a case for making reflection through the portfolio experience an integral part of EFL learning. The portfolio, considered as an instrument that can foster students' reflection, can also help them self- monitor their own learning, thus helping them to become more autonomous learners. As the study indicated, the portfolio can also be a useful pedagogical tool in that it facilitates the adoption of a more learner- centered practice as well as the integration of assessment, teaching and learning with the curriculum.