T.C.
MUĞLA UNIVERSITY

THE INSTITUTE OF SOCIAL SCIENCES

ENGLISH LANGUAGE TEACHING DEPARTMENT

THE EFFECTS OF E-PORFOLIO BASED ASSESSMENT ON STUDENTS' PERCEPTIONS OF EDUCATIONAL ENVIRONMENT

MA THESIS

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MARCH, 2010

MUĞLA

T.C.

MUĞLA ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

İNGİLİZ DİLİ EĞİTİMİ

THE EFFECTS OF E-PORFOLIO BASED ASSESSMENT ON STUDENTS' PERCEPTIONS OF EDUCATIONAL ENVIRONMENT

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Sosyal Bilimler Enstitüsünce

"Yüksek Lisans"

Diploması Verilmesi İçin Kabul Edilen Tezdir.

Tezin Enstitüye Verildiği Tarih :19.03.2010

Tezin Sözlü Savunma Tarihi : 19.02.2010

Tez Danışmanı : Yrd. Doç. Dr. Eda ÜSTÜNEL

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MART, 2010

MUĞLA

TUTANAK

Muğla Üniversitesi Sosyal Bilimler Enstitüsü'nün 14 / 01 / 2010 tarih 477/1 sayılı toplantısında oluşturulan jüri, Lisansüstü Eğitim-Öğretim Yönetmeliği'nin 25/4 maddesine göre, İngiliz Dili Eğitimi Anabilim Dalı Yükseklisans öğrencisi Ertan DEREN'in "The Effects of E-portfolio Based Assessment on Students' Perceptions of Educational Environment" adlı tezini incelemiş ve aday 19 / 02 / 2010 tarihinde saat 11.00'de jüri önünde tez savunmasına alınmıştır.

Adayın kişisel çalışmaya dayanan tezini savunmasından sonra 60 dakikalık süre içinde gerek tez konusu, gerekse tezin dayanağı olan anabilim dallarından sorulan sorulana verdiği cevaplar değerlendirilerek tezin başarılı ve kabul olduğuna oybirliği ile karar verildi.

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YEMİN

Yükseklisans tezi olarak sunduğum "The effects of e-portfolio based assessment on students' perceptions of educational environment" adlı çalışmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin Kaynakça'da gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

17/03/2010

Ertan DEREN

YÜKSEKÖĞRETİM KURULU DOKÜMANTASYON MERKEZİ
TEZ VERİ GİRİŞ FORMU

YAZARIN **MERKEZİMİZCE DOLDURULACAKTIR.**

Soyadı : DEREN
Adı : Ertan **Kayıt No:**

TEZİN ADI

Y-Dil: The Effects of E-portfolio Based Assessment on Students' Perceptions of Educational Environment

Türkçe: E-portföy Temelli Ölçmenin Öğrencilerin Eğitim Ortamı Algısına Etkisi

TEZİN TÜRÜ: Yüksek Lisans	**Doktora**	**Sanatta Yeterlilik**
X	**O**	**O**

TEZİN KABUL EDİLDİĞİ

Üniversite : MUĞLA ÜNİVERSİTESİ

Fakülte :

Enstitü : SOSYAL BİLİMLER ENSTİTÜSÜ

Diğer Kuruluşlar :

Tarih :19/02/2010

TEZ YAYINLANMIŞSA

Yayınlayan :

Basım Yeri :

Basım Tarihi :

ISBN :

TEZ YÖNETİCİSİNİN

Soyadı, Adı :ÜSTÜNEL, Eda

Ünvanı :Yrd. Doç. Dr.

TEZİN YAZILDIĞI DİL : İNGİLİZCE TEZİN SAYFA SAYISI: 138

TEZİN KONUSU (KONULARI) :

1. Does e-portfolio based assessment have any effect on students' perceptions of language learning?
2. Does e-portfolio based assessment have any effect on students' perceptions of teacher?
3. Does e-portfolio based assessment have any effect on students' perceptions of exams?
4. Does e-portfolio based assessment have any effect on students' perceptions of educational environment?

TÜRKÇE ANAHTAR KELİMELER:

1.E-portföy

2.Eğitim ortamı

3.Algı

İNGİLİZCE ANAHTAR KELİMELER:

1. E-portfolyo

2.Educational Environment

3.Perception

1- Tezimden fotokopi yapılmasına izin vermiyorum **O**

2- Tezimden dipnot gösterilmek şartıyla bir bölümünün fotokopisi alınabilir **O**

3- Kaynak gösterilmek şartıyla tezimin tamamının fotokopisi alınabilir **X**

Yazarın İmzası : Ertan DEREN

Tarih : 17/03/2010

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ABSTRACT

This study investigates whether e-portfolio based alternative assessment gets better students' perceptions about educational environment while learning English as a foreign language. Sampling of this study is 48 students, who attended Yerkesik Primary School, Muğla, Turkey. The data have been collected by pre-test and post-tests, exit slips, exam evaluation forms, and unit self assessment forms. SPSS 14 is used for data analysis. The results of this study show that there is no significant difference in students' beliefs about learning, teacher, and educational environment. However, experimental group perceives exams more positively than control group does after 12 weeks of e-portfolio experience.

Key words: E-portfolio, Educational Environment, Perception

ÖZET

Bu çalışma e-portföy temelli ölçmenin öğrencilerin eğitim ortamı algısı üzerinde herhangi bir etkisi olup olmadığını araştırmaktadır. Çalışmanın örneklem grubunu 2007-2008 eğitim öğretim yılı bahar döneminde Yerkesik ilköğretim Okulunda eğitim görmekte olan 48 5.sınıf öğrencisi oluşturmaktadır. Çalışmada veri toplama aracı olarak ön test son testler, açık uçlu sorular, sınav değerlendirme formları, sıralama ölçekleri ve ünite sonu kendini değerlendirme dökümanları kullanılmıştır. Elde edilen veriler SPSS 14 programı ile değerlendirilmiştir. Değerlendirme sonucunda öğrencileri öğretmen, dil öğrenme ve eğitim ortamına dair algılarında bir değişiklik görülmemiştir. Ancak deney gurubunun 12 haftalık e-portföy temelli ölçmenin sonunda, sınavları daha olumlu algıladığı tespit edilmiştir

Anahtar kelimeler: E-portföy, Eğitim Ortamı, Algı

ACKNOWLEDGEMENTS

I am so happy to have the opportunity to thank all those who have supported me on this difficult but at the same time enjoyable journey of personal growth. Above all, I would like to express my deepest and most sincere gratitude to the scientists who have contributed to science so far by developing and carrying this heritage to us by their precious studies.

I would like to thank to my all teachers but especially to my thesis supervisor Asst. Prof. Dr. Eda ÜSTÜNEL for her guidance and encouragement that I have always felt throughout the preparation of this thesis, to Asst. Prof. Dr. Şevki KÖMÜR for his precious contribution to my thesis from the very beginning to the end, to Asst. Prof. Dr. Turan PAKER for his precious assistance and guidance, and to Asst. Prof. Dr. Hasan ŞEKER for his valuable support and contribution.

I would like to thank to Erkan TETİK who helped me while designing my e-portfolio (www.karderen.com).

I really appreciate my beautiful wife, Şebnem DEREN, for always encouraging me and sharing my hardest times. Without her understanding and continuous support, I could have never completed my dissertation. I would also like to thank my-son Kerem Kaan Deren for being understanding baby boy by not insisting my care while I am on computer.

I owe special thanks to my mother and father Müzeyyen and Hasan DEREN for leading and encouraging me to study even in their hardest time and to my elder brothers Erol DEREN, Mustafa DEREN and especially to Turan DEREN who has always enlightened my way.

Last but not least, I would like to express my heart felt thanks to 2007-2008 academic year Yerkesik Primary School 5A and 5B classes. They were always in my mind and they were helping me on designing and carrying out the study although they will never know this.

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INTRODUCTION

1.1. Background to the Study

Testing and teaching are not separate entities. They are like two sides of a coin; one accomplishes and affects the other. Teaching is a process of helping others to discover "new" ideas and "new" ways of organizing those which they learned. Whether this process took place through systematic teaching and testing, or whether it was through a discovery approach, testing was, and remains, an integral part of teaching (Rudman & Herbert, 1989).

There have been changes in theories of learning and teaching since the 1970s. Psychological theories, especially constructivism, which is grounded on the work of Piaget, Vygotsky and Bruner have made a great contribution to this change (Anderson, 1998). In constructivism, it is claimed that "we as human beings have no access to an objective reality since we are constructing our version of it, while at the same time transforming it and ourselves" (Fosnot, 1996, p. 23). Even though this philosophy is not directly related to grading, it has some implications for assessment too. (Anderson, 1998)

With the help of constructivism, we have understood that knowledge is not obtained through rote-learning alone but is gained by a process of construction and transformation in the brain. These reconstructions of knowledge, instruction and assessment have led to some criticisms of traditionally used assessment methods, such as tests consisting of multiple-choice, matching, true-false, fill-in-the-blanks and short answer items, which require students to use none or limited productive language. Resnick and Klopher indicate that "'fill in the bubble' or multiple choice tests do not represent recent improvements in our understanding of what and how students learn" (as cited in O'Malley & Pierce, 1996). These types of tests are not useful for collecting the different kinds of information, and are not seen to be sufficient to assess complex and varied student learning (Aschaber, 1991; Brown &

Hudson, 1998; Genesee, 2001; Huerta-Macias, 1995; O'Malley & Pierce, 1996). Instruction and assessment must complement the complex nature of knowledge and take place in a form that makes the process of knowledge construction and transformation observable to some extent.

Recently, these criticisms have let a swift expansion of concern in alternatives to traditional methods of assessment in language education. Portfolios as alternative methods of assessment have come to the fore as a possible solution to the problems mentioned above. Portfolios make the assessment of the multiple dimensions of language learning on a day-to-day basis and bring variety into classrooms, through which the student and teacher motivation is increased (Brown & Hudson, 1998; Smolen, Newman, Wathen, Lee, 1995). Moreover, Paulson et al. (1991) claim that they are like windows into individual minds, thereby revealing a lot about their creators. Also, they have the potential to permit students to demonstrate the multidimensional aspects of what they have learned (Anderson, 1998; Cole, Ryan, Kick, & Mathies, 2000; Paulson et al., 1991; Smolen et al., 1995). This supremacy of portfolios enables teachers to assess students' performance on diverse levels, such as application and interpretation, and in various skills or areas. Murphy and Camp claim that "portfolios become an integral part of instructional process rather than a discrete, separate activity" (as cited in Weigle, 2002, p. 205), so portfolios are not only useful for learners but also favorable for instructors because they offer a continuing analysis of goals and objectives of the instructional process. In this way, any mismatches among goals, objectives, instruction and finally the assessment can be pinpointed and necessary modifications can be made. In classrooms where portfolios are used, the student is no longer a passive absorber of knowledge but a critical thinker who analyzes and applies facts rather than just repeating them. This new concept of student role will naturally be related to changes in instruction as well. Portfolio assessment highlights this change, and portfolios as advances in assessment might contribute to the solution of the aforementioned problems connected to the traditional ways of assessment (Sağlam, 2005).

1.2. Statement of the Problem

In Turkey, at the end of the 8-year primary school education, we usually have a few beloved students who are thought to continue their education through Anatolian or Science High Schools, many only primary school graduates and some students that are labeled as less able, born to fail, lost or loser learners by the system, their peers, their parents, their teachers and the worst by themselves. Although there may be other reasons, this labeling is done in every exam by students' getting low mark because, in our education system we generally see, accept and use the exams for summative purposes but not for formative purposes

There are two main forms of assessment used while evaluating the students; summative and formative. The former is designed to get feedback about overall judgment at the end of a period of learning and used to grade the learners' products of learning; the latter is designed to provide feedback on the progress of learning and used to make adjustments in learning goals, teaching and learning methods, materials and so on (Ciel, 2000).

As introduced above, paper and pen summative school tests, used in our education system, have many shortcomings that can also be called negative washback effects. Firstly, it may never be sure that the students have really learned the knowledge for long term purposes. This is not a desired case for life-long learning. In addition, the students learn the facts and knowledge in order to pass the exams. After the exams, they usually do not retain their knowledge. Although they learn many language components each year, they come to the school with an empty mind the following year since the tests are not generally meaningful for the students' learning and since these tests only attempt to assess that certain period of learning.

Secondly, the students have been bored with the classical types of tests including fill-in the blanks, completion, matching, and translation questions.

Moreover, such tests always include uncertainty. Some students may not do their best during the test.

Furthermore, while the questions in the test may favor some students, they may create bad results for some others (Bailey, 1998). Another deficiency is that the items are generally inauthentic, and therefore, the students cannot transfer what they have learned outside the classroom.

One more important shortcoming of the traditional assessment is that they have to be done individually, and that's why, they encourage the students to compete with each other, they cannot provide peer-learning or group works. In addition, the students always have limited time to achieve in tests and this makes them nervous and anxious which can affect their performance directly. Next, it is a "one shot" event that gives the learner only one chance to show their competence.

Tests are not always fair as they do not account for individual differences (multiple intelligences / different learning styles, etc). It is accounted that one test fits everyone which is contrast to individual differences. Tests can be artificial in nature and do not challenge students to solve daily life problems and use higher-level thinking skills.

Students' increasing pressure leads to a sense of futility (stops caring and stops trying). Consistent evidence of poor performance causes long-lasting loss of confidence. Those who stop believing that they are capable of learning will stop trying (Stiggins, 1999). Finally, those assessment tools have a deficiency in providing feedback to the students as they do not have the chance of having their sheets with them after the tests.

In addition to the shortcomings expressed above, paper and pen summative school tests have also many contrasts with humanistic and constructivist approaches as can be understood from Figure 1 (Prodromou, 1995). The features listed under

"Elements of Summative School Tests" are those associated with the negative washback effects that are totally in contrast with effective teaching.

Figure 1. Comparison of Summative School Tests and Humanistic-Constructivist Teaching

Elements of summative tests		Elements of Hum.-Constructivist Teaching
exercises (multiple-choice, etc.]	↔	tasks
failure	⟷	success
weakness	⟷	strength
error phobia	⟷	learning from error
marks	⟷	achievement
fear	⟷	confidence
anxiety	⟷	pleasure
teacher control	⟷	learner independence
textbook input	⟷	learner input
judgement	⟷	support (from teacher and peer group)
mistrust	⟷	rapport
individualism, competition	⟷	the group, co-operation
impersonality	⟷	personalization
insensitivity	⟷	sensitivity to learners
isolated sentences	⟷	text
fragments of text	⟷	whole texts
form	⟷	content
culture-bound	⟷	culture-sensitive
text+questions	⟷	lead-in, follow-up
solemnity	⟷	humour
boredom	⟷	interest
extrinsic motivation	⟷	intrinsic motivation
product	⟷	process

As a concluding remark, it can be said that while summative tests are favorable for some students, they also have washback effects for many students, which cause them gain worse perceptions about language learning process, self confidence, social self concept, academic self concept that all can be named as educational or learning environment. How we assess them changes how they assess language environment.

Students' attitudes, beliefs and perceptions about language environment are one of the most important affective factors related to language learning. Burnett (2002) indicates that students spend nearly 15.000 hours in the classroom environment during their primary and secondary schooling. Therefore, students' learning experience in a positive learning environment and their social and academic self-perceptions during this period are very important. Dart et al. (2000) point out that students' approaches to learning and the quality of their learning outcomes are strongly influenced by students' perceptions of educational environment. Waxman et al. (1997) identify the characteristics of positive learning environments as enhancing students' self esteem and academic achievement and reducing their alienation and boredom.

The assumption that standard assessments are inadequate in assessing student development, what the student knows, and also have many undesired covert negative washback effects about students' perceptions about educational elements, had a great influence on the birth of alternative assessments.

Alternative assessment can be seen as a reforming movement, away from traditional selected response and constructed response assessments to types of assessment which may be more sensitive to the goals of curriculum (McNamara, 2000). Alternative assessment procedures include some performance assessments, such as role plays and group discussions, and personal response assessments, such as check-lists of student behaviors or products, journals, reading logs, videos of role plays, audiotapes of discussions, self-evaluation questionnaires, exhibitions,

conferences, self and peer assessment questionnaires, and portfolio assessment (Brown & Hudson, 1998; Huerta-Macias, 1995; McNamara, 2000).

Alternative assessments have many cures for the problems caused by traditional assessments because alternative assessments; (Brown & Hudson, 1998)

1. require students to perform, create, produce or do something,
2. use real-world contexts or simulations,
3. are non-intrusive in that they extend the day to day classroom activities,
4. allow students to be assessed on what they normally do in class every day,
5. use tasks that represent meaningful instructional activities,
6. focus on processes as well as products,
7. tap into higher level of thinking and problem-solving skills,
8. provide information about both the strengths and weakness of students,
9. ensure that people, not machines, do the scoring, using human judgment,
10. encourage open disclosure of standards and rating criteria,
11. call upon teachers to perform new instructional and assessment roles.

For these reasons, the language teaching profession is now having a love affair with a new kind of assessment, one that is variously called “authentic assessment,” “alternative assessment,” or “performance assessment.” These are being hailed as the true path to educational reform (Gasparro, 1997). However, this new approaches have some difficulties and deficiencies.

One of the major disadvantages of alternative assessments is how difficult it can be to assign a score or rating to student performance. Portfolios, for example, can be extremely time-consuming to evaluate. Each element in the collection of papers, videotapes, computer programs, or other pieces must be examined and scored to make a reliable judgment of completeness, quality, organization, or other desired criteria. Before this can happen, a comprehensive set of scoring guidelines must be developed (Lombardi, 2008).

Alternative assessments have also been criticized for their subjectivity (largely the reliability issue), and it is certainly true that it is far more difficult to develop standards for evaluation and to apply them consistently across a group of portfolios or oral performances or research projects than it is to do the same for an objective paper-and-pencil test(Gasparro, 1997).

Another disadvantage of the use of alternative assessments is their general lack of use in traditional educational institutions. Most instructors have little necessary training to build these types of assessment. It is hard to throw out traditional and standardized assessment for this more creative approach, and the traditional assessment approach may actually hinder instructors in trying these innovative types of assessments (Lombardi, 2008).

To sum up, traditional assessments have contrasts with humanistic-constructivist approaches and many washback effects about learning environment. Alternative assessments overcome these disadvantages but they have also deficiencies about timing and scoring.

In this research, we created a web site (www.karderen.com) including a web-folio, self assessment, peer and teacher assessment and also has capacity of scoring students' artifacts with the help of paper and pen tests. I will study whether e-portfolio based hybrid alternative assessment gets better students' perceptions about educational environment.

1.3. Importance of the Research

This research has dealt with with some significant issues and troubles which are felt by teachers in classrooms and also by the policymakers who are trying to step up national assessment and evaluation system according to new humanistic-constructivist approaches.

First of all, this study is one of the studies combining and integrating traditional paper and pen assessments and self, peer and portfolio assessments. Indeed portfolio assessment is one of the almost fundamental elements of the overall assessment in schools, nevertheless, it is seen as additional - second element of the paper and pen tests. In this study, a hybrid assessment style is tried. In addition, it is supposed to open an innovative way from either traditional or alternative to hybrid assessments.

Secondly, the frontloaded curriculum alignment is practiced in Turkey Primary School, English education. That is, the curriculum is developed first. Then the test is designed to measure how students have learnt based upon the curriculum. The main goal of the innovated curriculum in Turkey Primary School English education is to promote a communicative syllabus in classroom teaching and learning in colaboration with the European Language Passport (ELP). The Placement Test (SBS) is applied at the end of 8-year primary education. SBS should be written to test students' communicative competence on the basis of the innovated curriculum and take into consider portfolios which are the essential part of ELP. Due to its multiple choice format and excluding oral and aural test, how students' communicative competence can be assessed is questionable. Thus, finding effective ways to include communicative language goals in oral assessment should increase the match of the curriculum and test.

Thirdly, it is hoped to overcome negative washback effects of exams such as students' dislike of lessons and teachers caused by difficult exams, and students feeling themselves useless, loser because of failing in every obligatory exam.

Furthermore, this e-portfolio based system collects every item used for assessment online. That makes assessment cumulative and permanent and more available. Permanent and Cumulative assessment breaks the need of big summative tests such as Secondary School Achievement Test (SBS), University Entrance Exam (YDS) Foreign Language Proficiency Examination for State Employees (KPDS).

Additionally, for the reason that students will have to be responsible for their learning, it is expected to build up students' learner autonomy and develop effective teacher roles. Moreover, this hybrid assessment technique offers more chance to speaking, listening abilities to be taught and assessed which is the one of the biggest deficiencies of the paper and pen tests.

Finally, this study is integrated with –indeed based on- European Language Passport project which has been aimed by Ministry of Education in Turkey for more than ten years. There have been many changes on curriculum yet nothing much has changed in classrooms. That's why, this study and its assessment innovations may help to put a quick step to achieve planned national targets.

1.4. Aim of the Study

With the successful implementation of the e-portfolio based alternative assessments, it is supposed to be possible;

- To find a way to get positive students' perceptions of language learning, teacher and academic self concept,
- To overcome affective barriers against language learning caused by traditional assessments,
- To develop varied teacher roles; such as, facilitator, guide rather than a marker,
- To provide permanent and cumulative assessment,
- To provide economical benefits, (e.g. paper saving)
- To create an alternative assessment technique to break the need of big summative tests such as Secondary School Achievement Test (SBS), University Entrance Exam (YDS) Foreign Language Proficiency Examination for State Employees (KPDS).

1.5. Research Questions

This study addresses the following research questions:

1. Does e-portfolio based assessment have any effect on students' perceptions of language learning?
2. Does e-portfolio based assessment have any effect on students' perceptions of teacher?
3. Does e-portfolio based assessment have any effect on students' perceptions of exams?
4. Does e-portfolio based assessment have any effect on students' perceptions of educational environment?

1.6. Assumptions and Limitations

The present study, which aims at finding out the effect of the e-portfolio based assessment on students' perception of educational environment, has some limitations. First of all, the term of educational environment includes many features from curriculum to classroom equipments and from individuals, such as students, teachers, school principle, to materials used as the text book, computers, etc. In this study, only three aspects of educational environment which are learning, teacher and exams are studied. This may affect the results of the study in terms of making generalization to educational environment.

There could be more inference from the study, but accounting that, 12-13 year old 5th grade young learners' perception, attitudes and beliefs may change in time and it is really difficult to collect valid and reliable data, thus; only verifiable topics are studied.

It was assumed that students reflected on their learning experience and responded the pre-test and the post-test items honestly.

This study was conducted with the participation of 48, 5th graders. Therefore, it cannot be generalized beyond its limits.

In addition, because of the limited time, the researcher had to limit the time that he conducted the study and he completed the implementation of the e-portfolio in three months. This also affected the number of target abilities since the researcher had to apply the study according to the curriculum. If the study could be applied in a wider process regarding to time, the results would be more fruitful.

As another limitation, although there have been rubrics for creating e-portfolios, none of them is exactly the same as another one. In this study, an e-portfolio, which lets students present their writings, drawings, videos and gives exam

papers according to these artifacts and self assessment data, is used. A different e portfolio may change the results of the study.

Within the limitations of the study, it can be counted that there may exist an emotional connection between the researcher and participants since the researcher taught them for two years and this may have interfered with students' perceptions of educational environment and evidently affected the results of the study.

1.7. Operational Definitions

Assessment: The root of the term "assessment" is assidere, which is also the root of the French asseoir, to seat or set. It was first used in the sense of setting the value of property to apportion a tax. Assessors traditionally make a site visit -- they inspect the property or the situation and its documents, they categorize its functions, they hear from the owner of the property, they evaluate it by setting it against already-existing standards, and so forth. The assessment requires time, as well as interaction between the assessor and the person or property being assessed so that the congruence of perception with reality or, in our case, the congruence between underlying mental processes and surface observation, can be verified. The idea here is that the product is not sufficient evidence of the quality of the thinking processes that produced it (Gasparro, 1997).

Summative assessment: Summative assessment provides accountability and is generally used to check the level of learning at the end of a program. Summative assessment equates with the assessment of the product or outcomes of learning (Ciel, 2000).

Formative (diagnostic) assessment: Formative assessment occurs when teachers give feedback to the students in order to provide the student to learn better, or when students can engage in a similar, self- reflective process. The focus is in

encouraging more understanding in the students regarding to their strengths, weaknesses, gaps in knowledge (Ciel, 2000).

Traditional/Standardized Assessment: Assessing student performance with tests consisting of selected response test items (e.g., multiple choice, true-false, matching), or constructed response test items (e.g., fill-in, short answer) which require students to select from a set of options, or produce limited performance (Brown & Hudson, 1998).

Exam / Test: The original testum was an earthenware pot that was used as a colander, to separate gold from the surrounding ore. The term was later extended to the notion of determining the worth of a product or of a person's effort. The key notion here is that a test measures knowledge or ability after the fact, with the assumption that the product of learning will contain in itself all of the information that the evaluator needs to know about the learners and the quality of their thinking processes (Gasparro, 1997).

In this study key features of the paper and pen tests are that they are applied in a limited time to take responses from learners about given questions. There is usually no way back from mistakes and little feedback is given.

Alternative / authentic / performance-based / meaningful assessment: Alternative assessment procedures include some performance assessments, such as role plays and group discussions, and personal response assessments, such as check-lists of student behaviors or products, journals, reading logs, videos of role plays, audiotapes of discussions, self-evaluation questionnaires, exhibitions, conferences, self and peer assessment questionnaires, and portfolio assessment (Brown & Hudson, 1998; Huerta-Macias, 1995; McNamara, 2000).

Portfolio: A portfolio is a purposeful collection of a student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for

judging merit, and the evidence of student self-reflection (Paulson, Paulson, & Meyer, 1991).

E-portfolio: An electronic portfolio, also known as an e-portfolio, digital portfolio or web-folio is a collection of electronic evidence assembled and managed by a user, usually on the Web. Barrett (2000) describes electronic portfolios as use of electronic technologies that allow the portfolio developer to collect and organize artifacts in many formats (audio, video, graphics, and text). An electronic portfolio is not a haphazard collection of artifacts (i.e., a digital scrapbook or multimedia presentation) but rather a reflective tool that demonstrates growth over time.
In this study, a web portfolio www.karderen.com, created by the researcher, is used. This web site includes 'can do' statements related to units, dossier for students to collect their artifacts and student reflection pages.

European Language Portfolio: It is a tool that was improved by the Council of Europe (CoE). It has three obligatory components: a language passport, which summarizes the owner's linguistic identity; a language biography, which is designed to provide a reflective accompaniment to the process of learning and using second and foreign languages; and a dossier, in which the owner collects evidence of his or her developing proficiency in second and foreign languages (CoE, 2000)

Hybrid: In the technologic term this word refers to a myriad of products that combine two or different technologies like hybrid car and hybrid computer. In this study it refers to combination traditional assessments' paper and pen tests and alternative assessments' self and portfolio assessments.

Perception: Perception is constitutively defined as "the ability to perceive or know through the senses (Chen, 2002). Pajares (1992) indicated the similar process while constructing perceptions, beliefs, attitudes, values, judgments, opinions, perspectives, and theories. In psychology and the cognitive sciences, perception is the process of acquiring, interpreting, selecting, and organizing sensory information. The word *perception* comes from the Latin *perception-, percepio,* meaning

"receiving, collecting, action of taking possession, apprehension with the mind or senses" The ecological understanding of perception advanced from Gibson's early work is perception-in-action, the notion that perception is a requisite property of animate action, without perception action would not be guided and without action perception would be pointless. Animate actions require perceiving and moving together (wikipedia.org).

As stated above perception is a broad term covering beliefs, attitudes, and experience. When dealing with factors that affect language acquisition and learning, it can be difficult to distinguish between the constructs "belief" and "perception." Indeed, these constructs seem to be interchangeable in much of the literature (Schulz, 2001; Tse, 2000). For the purpose of this study it can be assumed that "beliefs" and "perceptions" are synonymous. If for example, a student "believes" that something is ineffective, he or she "perceives" that thing to be ineffective.

Educational / Learning environment: The learning environment can be defined as the whole activities taking place in the time allocated for classroom work, the individuals who are present, and the physical quality of the classroom constructs the essence of a learning environment (Lorsbach et al., 1999).

In this study, three aspects of educational environment are studied: (1) language learning (2) teacher (3) exams.

CHAPTER-2
LITERATURE REVIEW

2.1. Introduction

In this chapter we review the literature with the aim of providing background information about conceptions of assessment, assessment types, portfolios and e-portfolios. Assessment types will be described and discussed according to supremacies and pitfalls in order to express that none of them is fit for all alone but combining them is best.

In addition, we introduce the ELP, its definition, its components and its background in Turkey. Because this study tried to be a small building stone, a cell, a bridge between ELP and current curriculum.

The second part of this chapter is devoted to the definition of the concept of educational environment perceived by students with its three essential factors which are important to this study: (1) students' perceptions of learning, (2) students' perceptions of teacher, (3) students' perceptions of exam.

2.2. Assessment and assessment types

Although an assessment about a student is a single sentence or a number; it has and must have a variety of information gathering process that can be called as testing. Also we need a reason to make assessment. Before explaining these reasons and instruments for gathering information, let's answer the question of what the assessment is.

According to Hyland (2003), "Assessment refers to the variety of ways used to collect information on a learner's language ability or achievement. It is therefore an umbrella term which includes such diverse practices as once-only class

tests, short essays, long project reports, writing portfolios, or large- scale standardized examinations."(p.213)

Palomba and Banta (1999) describe the assessment as the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.

Moreover Angelo (1995) emphasizes that assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance.

Finally Biehler and Snowman (1997) relate that classroom assessment involves two major types of activities: collecting information about how much knowledge and skill students have learned (measurement) and making judgments about the adequacy or acceptability of each student's level of learning (evaluation). Both the measurement and evaluation aspects of classroom assessment can be accomplished in a number of ways. To determine how much learning has occurred, teachers can, for example, have students take exams, respond to oral questions, do homework exercises, write papers, solve problems, and make oral presentations. Teachers can then evaluate the scores from those activities by comparing them either to one another or to an absolute standard (such as an A equals 90 percent correct).

We can group assessments according to the answer of the questions why we assess and how we assess.

2.2.1. Purposes of assessment

Assessment serves to make decisions on evaluating learner proficiency, placing students in appropriate classes according to their language proficiency, measuring the degree of student progress, and diagnosing student knowledge of a subject before the subject itself is taught (Brown, 1995; Gronlund, 1998; Short, 1993). These classical purposes of assessment - proficiency, placement, achievement, and diagnostic - can be considered in two broad categories: formative and summative assessment (Airasian, 2000; Black, 1999; Gronlund, 1998).

Summative assessment judges the achievement of a process at its final stage for reporting or reviewing purposes. The results of summative assessment are usually used for judging the success of individual teachers or schools as a whole, or grading students. Summative assessment consists of formal tests, projects, and term papers. Assessments which measure student proficiency and place them into appropriate levels are forms of summative assessment (Airasian, 2000; Black, 1999; Gronlund, 1998).

Formative assessment, on the other hand, occurs during the educational process, and is concerned with the short term collection of learning evidence, monitoring and guiding a process mainly in day-to-day classroom practice. Achievement and diagnostic assessments are forms of formative assessment. Formative assessment generally occurs in the form of quizzes, unit tests, informal observations, homework, pupil questions, worksheets, or periodic assessment of a product, such as a writing sample completed during the class time (Airasian, 2000; Black, 1999; Gronlund, 1998).

2.2.2. Instruments of assessment

There is a variety in methods and instruments of assessment as well. Brown and Hudson (1998) divide the assessment methods into three groups: selected

response assessments, constructed response assessments and personal-response assessments. These three methods differ largely in the extent to which they demand active production of language by students.

Selected response assessments consist of tests composed of test items such as true-false, matching, and multiple-choice. These types of assessments do not require students to create any language but to choose from among a limited set of options. These assessments are most appropriate for receptive skills like reading and listening. One advantage of these assessments is that their scoring is relatively fast, easy and objective. However, these types of assessments are relatively difficult to construct as well since the test production requires the selection of effective distracters (Brown, 1995).

Constructed-response (or supply response) test items involve fill-in, short answer test items, and fairly traditional performance assessments such as essay writing or interviews. Unlike selected response assessment, constructed response assessments allow students to produce language, but in a limited amount and context. These assessments are considered to be appropriate for measuring productive skills like speaking and writing, yet, they might also be beneficial for observing the interactions of receptive and productive skills as well. For example, in a performance assessment, a student might read two articles and write a compare and contrast essay (Brown & Hudson, 1998).

The last group, personal response assessments, covers conferences, self and peer assessments, and portfolios (Airasian, 2000; Brown & Hudson, 1998; Gronlund, 1998). Personal response assessments allow students to actually produce language and create opportunity for each student to express himself/herself differently, thereby letting them communicate as they like. Therefore, they can be categorized as individualized assessments. These assessments are considered to be beneficial because they can be directly integrated into the curriculum and enable teachers to assess student learning in a continuous manner throughout the term of instruction.

Brown and Hudson's (1998) three different methods of assessment are commonly classified under two broad categories: traditional assessments, still most frequently used by the teachers all around the world, and alternative assessments (or alternatives in assessment), suggested as possible replacements or supplements to traditional assessments.

2.2.3. Categories of assessment

As described so far, assessment can be done for summative purposes and formative purposes by using selected response, constructed-response, personal response tests.

Within the effect of the behaviourism, selected response, constructed-response tests are used for summative purposes, which can be called as traditional assessment. But after 1990s, as a result of cognitivist, humanist, constructivist approaches, personal response assessments for formative purposes are needed, which can be called as alternative assessments.

2.2.3.1. Traditional assessments

Traditional assessments are also similarly called as standardized assessments, standards based assessment or standardized tests. According to Brown and Hudson's (1998) model, traditional methods of assessment are selected response assessments consisting tests with true-false, matching, multiple choice test items, and constructed response assessments such as tests consisting of fill-in and short answer test items, and timed essays.

Anderson (1998) describes a number of qualities of traditional assessments: In traditional assessment, knowledge is generally accepted as an objective reality that can be reached by everyone in the same way; learning is a passive process which requires students to memorize the knowledge

transferred by the text or instructor; information is mastered as pieces, not a whole; student learning is only monitored and students are classified and ranked according to the ones 'who know' and 'who do not know'; while cognitive abilities are emphasized, students' attitudes towards the type of assessment is neglected; students do not participate in the assessment process, and lastly, the assistance students might need in accomplishing a task is not taken into consideration in the process of assessment.

2.2.3.1.1. The needs and advantages of traditional assessments

Although it seems that traditional assessments are losing its fame with the rise of new incompressible alternative assessments, They are still being used because of invincible favours such as being practical, easy to grade, reliable, comparable, best fit for assessing bits and pieces and - most importantly- needing less time and effort which is most appropriate for the systems where the number of teachers is inadequate with students.

According to Franklin (2002), traditional assessments are helpful in gauging students' progress and Mathison (2006) says that traditional tests allows examiners to pose an identical set of questions simultaneously, under similar conditions, in much less time to a rapidly expanding student body, thereby producing a comparable score. The advantages of traditional test like essays include how it can reveal how well students can recall, organize, and clearly communicate previously learned information when well written, open-ended tests call on such higher-level abilities as analysis, synthesis, and evaluation.

Besides, what if you have to choose a few from a lot? Large scale standardized tests increase the number of people taking test, at less cost and in less time. So, traditional assessments are indispensible for these situations.

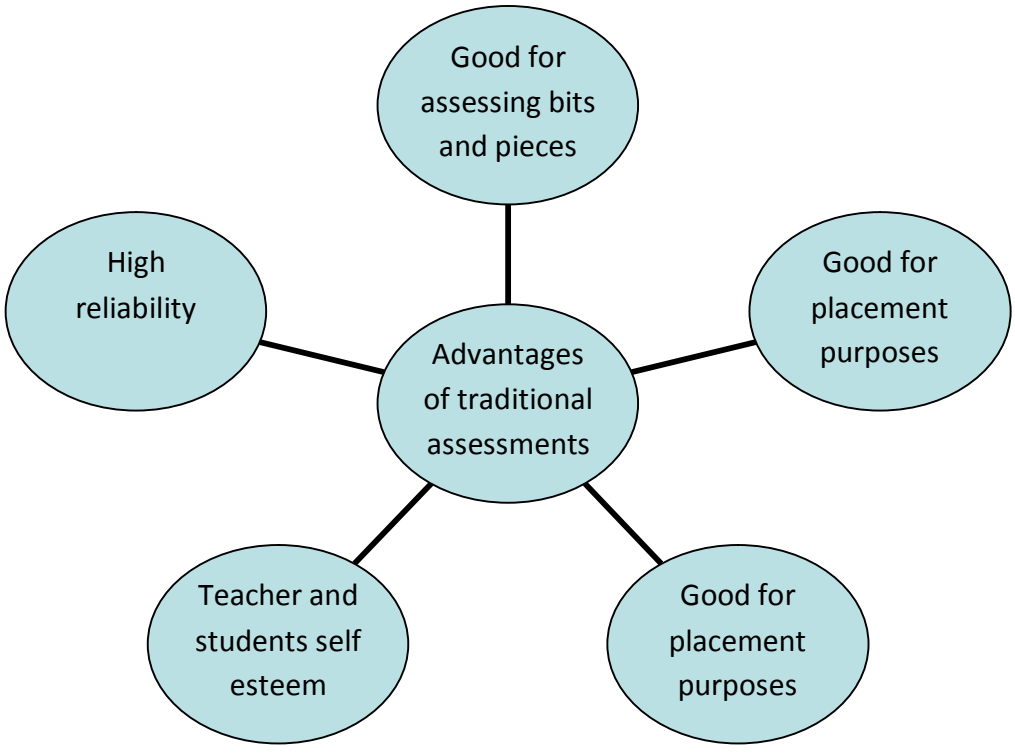
Traditional tests can't be beaten when it comes to reliability, not to mention efficiency. When responses are obviously right or wrong, there is little chance that

the scores on a test will vary between one rater and another or if the student takes two parallel versions of the same test. This means that traditional tests lend themselves to a wide range of statistical analyses and comparisons because we can be fairly confident that the true score on a test is very close to the reported score (Gasporro, 1997).

They allow examiners to pose an identical set of questions simultaneously, under similar conditions, in much less time and less cost to a rapidly expanding student body, thereby producing a comparable score for policy instruments (Mathison, 1997).

They also give –as Liskin-Gasparro (1997) expresses- a chance to make wide range of statistical analyses and comparisons because the true score on a test is very close to the reported score. Results can be empirically documented; therefore the test scores can be shown to have a relative degree of validity and reliability, as well as results which are generalizable and replicable.

Figure 2. Advantages of traditional assessments



2.2.3.1.2. Deficiencies of traditional assessments

Though so many powerful aspects are mentioned at previous section, traditional methods of assessment have been the focus of some criticisms for contradicting the new concept of teaching and assessment framed by cognitive research.

First of all, there is a “one shot” problem. Exam is usually a “one shot” event that gives the learner only one chance to show their competence. And also, the students always have limited time to achieve in tests and this makes them nervous and anxious which can affect their performance directly. Huerta-Macias (1995) points out that the testing situation itself often produces anxiety within the student such that she is unable to think clearly. The student may also be facing extenuating circumstances (e.g., personal problems or illness) at the time she is being tested; this also hampers the student's performance on the test. Hancock, (1994) also says that even young students know that some of them simply do not do well on tests, often not because of a failure on their part to study or prepare. Because language performance depends so heavily on the purposes for which students are using the language and the context in which it is done, the importance of opportunity for flexible and frequent practice on the part of the students cannot be overestimated. In the real world, most of us have more than one opportunity to demonstrate that we can complete tasks successfully, whether at work or in social settings. Besides Eisner (1991) adds that what students learn from such tests is that for every question, there is a single correct answer and, for every problem, a single correct solution, so the student’s task is to concentrate on finding this correct answer or solution.

As a second, in traditional assessments, the items are generally inauthentic and therefore the students cannot transfer what they have learned outside the classroom. it will never be sure that the students have really learned the knowledge for long term purposes. This is not a desired case for life-long learning. In addition, the students learn the facts and knowledge in order to pass the exams. After the

exams, they usually do not retain their knowledge. Although they learn many language components each year, they come to the school with an empty mind the following year since the tests are not generally meaningful for the students' learning and since these tests only attempt to assess that certain period of learning.

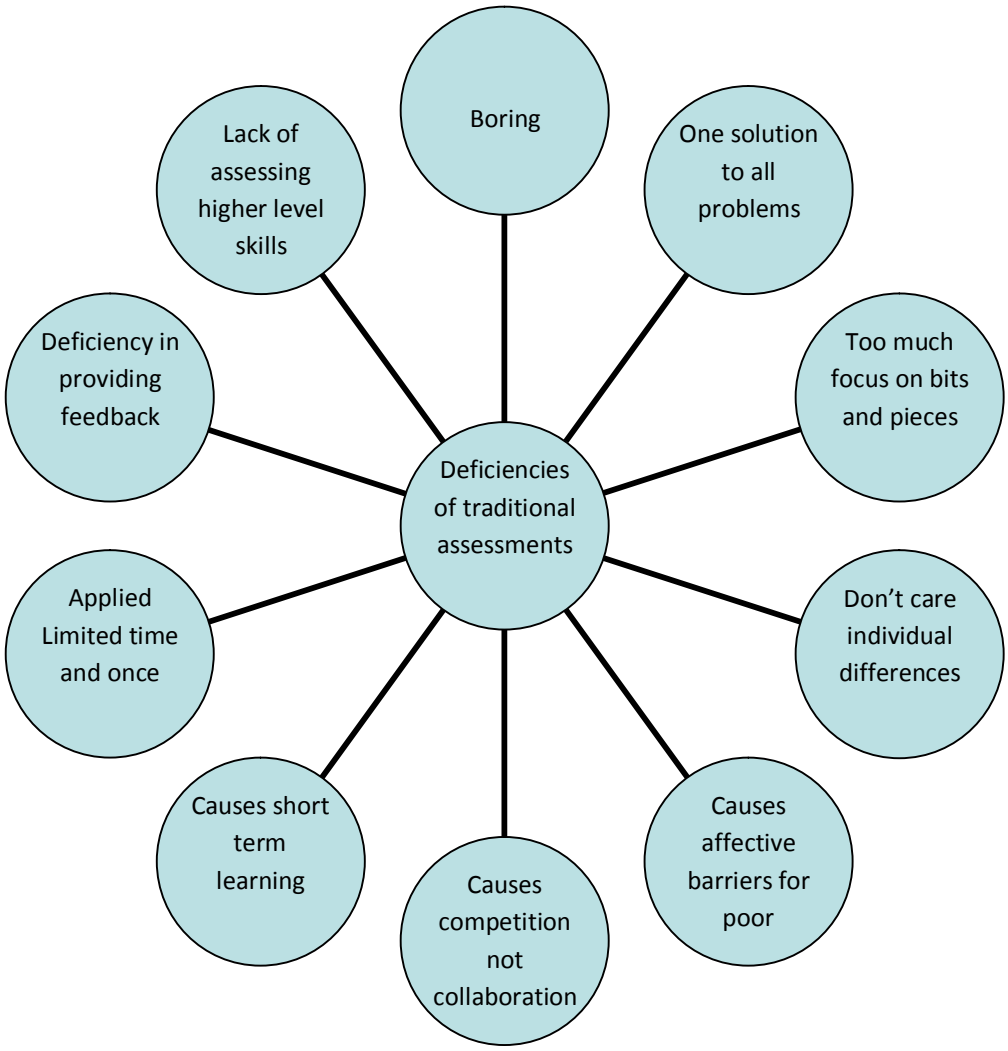
As a third, tests can be artificial in nature and do not challenge students to problem solve and use higher-level thinking skills. Liskin-Gasparro (1997) points out that traditional tests are one-time measures and rely on a single correct response to each item; they offer no opportunity for demonstration of thought processes, revision, or interaction with the teacher. Because they usually require brief responses, which are often machine-scored, students construct their responses in only the most minimal way, and often by only plugging in a piece of knowledge. There is limited potential for traditional tests to measure higher-order thinking skills since, by definition; those skills involve analysis, interpretation, and multiple perspectives. Similarly, Simonson et al. (2000) state that traditional assessment often focus on learner's ability of memorization and recall, which are lower level of cognition skills.

Furthermore, in true-false, matching, multiple choice tests, students are not required to create any language. For this reason, Herman (1992) claims that meaningful learning is not the focus of traditional assessments. Herman also states that according to today's cognitive researchers and theorists, meaningful learning is "reflective, constructive, and self-regulated". However, traditional tests, selected response items in particular, reduce learning to the "presence or absence of discrete bits of information" (Herman, 1992, p.8).

Finally, traditional assessments have many conflicts with up to date teaching approaches. Such as they have to be done individually and that's why, they encourage the students to compete with each other, they cannot provide peer-learning or group works. And tests are not always fair as they do not account for individual differences (multiple intelligences / different learning styles etc). It is accounted that one test fits everyone which is contrast to individual differences. And also students'

increasing pressure lead to a sense of futility (stop caring and stop trying). Consistent evidence of poor performance causes long-lasting loss of confidence. Those, who stop believing that they are capable of learning, will stop trying (Stiggins, 1999).

Figure 3. Deficiencies of traditional assessments



2.2.3.2. Alternative assessments

Many of the reigning theoretical assumptions about contemporary testing and assessment are based on behaviourist views of cognition and development. In the 1990's, we have come to realize that new, alternative ways of thinking about learning and assessing learning are needed. Gardner (1993) argues that there is a resurgence of interest in the idea of multiplicity of intelligences. He and other researchers claim the existence of mental modules (i.e., fast-operating, reflex like, information processing devices). Fodor (1983) espouses the view that there are separate analytic devices involved in tasks like syntactic parsing, tonal recognition, and facial perception. Others (Sternberg, 1988, Perkins, 1981, Gruber, 1985) have investigated the concept of creativity. Their studies have shown that creative individuals do not have unique mental modules, but they use what they have in more efficient and flexible ways. Such individuals are extremely reflective about their activities, their use of time, and the quality of their products (Gardner, 1993).

So, while the operative is "alternative," we must ask alternative to what? A case can be made in second languages for an alternative to traditional ways of monitoring students' language progress and performance. Alternative assessment is an ongoing process involving the student and teacher in making judgments about the student's progress in language using non-traditional strategies (Hancock, 1994).

There have been several labels used to describe the alternatives to traditional methods of assessment. The most common labels are ‘direct assessment’, ‘authentic assessment’, ‘performance assessment’, while the most generic one is ‘alternative assessment’. Whatever these assessment methods are called, they all share one central feature: They are all seen as alternatives to traditional assessment and the problems associated with such assessments (Huerta-Macias, 1995).

According to Hancock (1994), alternative assessment is the ongoing process involving the student and teacher in making judgments about the student’s progress in language using non-conventional strategies. Practically, portfolios, conferences,

diaries, self and peer assessments, journals, logs, checklists, audio-video tapes, teacher observations are the mainly used examples of alternative assessments. But what drives an assessment from traditional to alternative? Alternative assessments generally meet the following criteria (Brown&Hudson, 1998);

1) require students to perform, create, or produce something,
2) use real-world contexts or simulations,
3) are nonintrusive in that they extend the day-to-day classroom activities,
4) allow students to be assessed on what they normally do in class every day,
5) use tasks that represent meaningful instructional activities,
6) focus on processes as well as products,
7) tap into higher level thinking and problem-solving skills,
8) provide information about both the strengths and weaknesses of students,
9) are multi-culturally sensitive when properly administered,
10) ensure that people, not machines, do the scoring, using human judgment,
11) encourage open disclosure of standards and rating criteria, and
12) call upon teachers to perform new instructional and assessment roles

New assessment alternatives are always exciting and interesting. But one should not see them as somehow magically different. They have both strengths and deficiencies.

2.2.3.2.1. The needs and advantages of alternative assessments

Alternative assessments have many advantages in terms of being direct measurement, being integral part of learning, caring individual differences, fitting to assess higher order thinking skills, offering more time and chance to complete.

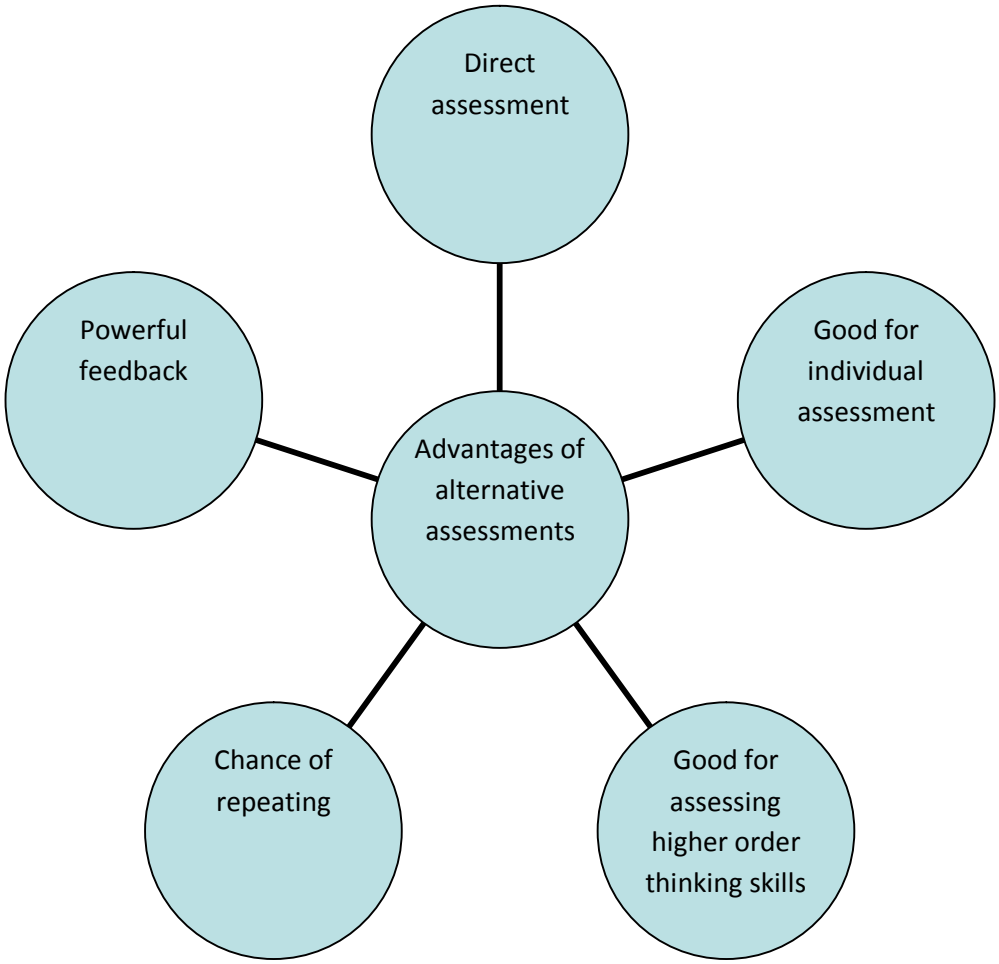
Firstly, authentic assessments are viewed as "direct" measures of student performance, since tasks are designed to incorporate the contexts, problems, and solution strategies that students would use in real life (Liskin-Gasparro, 1997). Assessment is an integral part of teaching and learning processes, which are closely related to instruction. Alternative assessment is testing that requires a student to

create an answer or a product that demonstrates his or her knowledge and skills and is a shift from knowing the right answer to a demonstration of how they arrive at an answer (Mathison, 1997).

As a second advantage, the alternative assessment models involve long-range projects, exhibits, and performances that are linked to the curriculum. Students are aware of how and on what knowledge and skills they are to be assessed. Assessment is conceived of as both an evaluative device and a learning activity (Liskin-Gasparro, 1997). And these assessments focus on processes and rationales. There is no single correct answer; instead, students are led to craft polished, thorough, and justifiable responses, performances, and products. (Liskin-Gasparro, 1997) More authentic assessment tools, such as portfolios, independent projects, journals and so on, let learners express their knowledge on the material in their own ways using various intelligences (Brualdi, 1996).

Finally, alternative assessments assess higher-order thinking skills. Students have the opportunity to demonstrate what they have learned. This type of assessment tools focus on the growth and the performance of the student. That is, if a learner fails to perform a given task at a particular time, s/he still has the opportunity to demonstrate his/her ability at a different time and different situation. Since alternative assessment is developed in context and over time, the teacher has a chance to measure the strengths and weaknesses of the student in a variety of areas and situations (Law and Eckes, 1995).

Figure 4. Advantages of alternative assessments



2.2.3.2.2. Disadvantages of alternative assessments

Even though alternative assessments are said to represent what they attempt to assess and provide favorable classroom assessment opportunities, they inherit a set of problems related to practicality, time management, objectivity and standardization, reliability and validity (Sağlam, 2005).

The administration of alternative assessments requires more time than giving pencil and paper tests because the scoring is not done by machines but via human

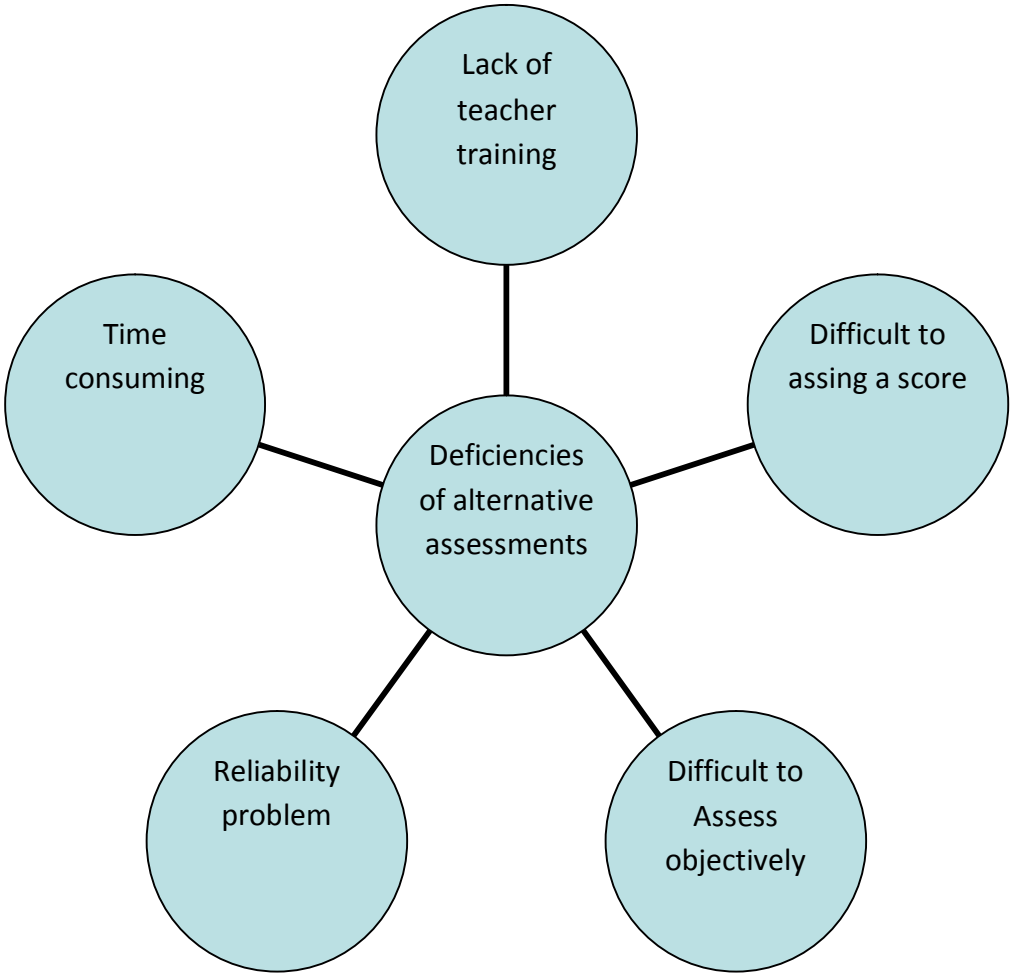
judgment. The results of a portfolio project conducted by Salinger and Chittenden indicated that although teachers thought portfolios were a beneficial experience for students and a more friendly mode of testing children, one-third of the teachers reported that time management was an issue (as mentioned in Bushman & Schnitker, 1995) . Also, Law and Ecke (1995) mention that alternative assessments can be laborious in terms of time and energy spent by the teacher. For example, the diversity of products in portfolios, which is viewed as one of the most important strengths, can lead problems for the teacher in terms of practicality (Bailey, 1998). They might be harder to score and quite time consuming to evaluate the learner's performance (Simonson et al., 2000). Unlike multiple-choice tests, which are practical to score, performance assessments are viewed quite time consuming to grade. While the former is machine scorable, the latter relies on human judgment.

Apart from time, assuring objectivity and standardization in scoring is another problem. Brown and Hudson (1998) state these assessments involve subjective scoring and are relatively difficult to produce and organize because establishing grading criteria are complicated when it is considered that these assessments allow unique student performances. These issues make training and the monitoring of scoring processes more necessary than in other forms of assessment (McLean & Lockwood, 1996).

As for reliability and validity, Huerta-Macias (1995) – one of the advocates of alternative assessments – argues that, alternative assessments are in and of themselves valid, due to the direct nature of the assessment. Consistency is ensured by the auditability of the procedure (leaving evidence of decision making processes), by using multiple tasks, by training judges to use clear criteria, and by triangulating any decision making process with varied sources of data (for example, students, families and teachers), Alternative assessment consists of valid and reliable procedures that avoid many of the problems inherent in traditional testing including norming, linguistic, and cultural biases.

Brown and Hudson (1998), on the other hand, articulate their concerns about Huerta-Macias' just cited argument by claiming that such a stance could easily bring about "irresponsible decision making". Further, they insist on the necessity of sound procedures to ensure the reliability and validity of alternative assessments. According to Brown and Hudson, the strategies listed by Huerta-Macias above are important but not enough to prove validity and reliability. They argue that alternative assessment procedures must be designed, piloted, analyzed, and revised in the same way as all other assessment procedures are. Thus, it can be said that the reliability and validity of the procedures can be studied, demonstrated, and improved".

Figure 5. Deficiencies of alternative assessments



2.3. Portfolios as an alternative assessments

Portfolios are one of the most developed and used alternative assessments. Because, recent understandings of how humans learn led to new instructional approaches. Emphasizing the student's role in understanding what, why and how they are doing have increased the value of Portfolios and the appreciation of portfolios as an assessment tool for classroom-based performance (Gibbs, 2004). If students are expected to become individuals who can assume responsibility for learning, they must be taught how to analyze and evaluate their work (Martin-Kniep, 2000).

A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas (Bailey, 1998) and if carefully assembled, portfolios become an intersection of instruction and assessment in addition they are not just instruction or just assessment but, rather, both. Together, instruction and assessment give more than either gives separately (Paulson et al., 1991).

French (1992) gives a definition of a portfolio as "a purposeful, chronological, collection of student work to reflect student development in one or more areas over time and student outcomes at one or more designated points in time" (p. 256). Paulson, Paulson and Meyer (1991) state clearly what is expected from a portfolio and add to the above definitions that "the collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection" (p. 60).

Arter, Spandel and Culham, (1995) define portfolio as systematic collection of materials for a certain purpose. In the field of education, this term is regarded as collection of students' works compiled with the guidance and directions of an instructor to indicate students' academic progress and success in their learning process

Hamp-Lyons and Condon (2000) describe nine characteristics of good portfolios. They emphasize that all portfolio systems may not have these characteristics equally or totally. The first one is collection. Multi performances are judged by the portfolio - not a single performance. The second one is range. Various genres which show off different areas of expertise can be used by the writer. Content richness comes as the third one. Writers bring their experiences with them into the assessment. Delayed evaluation is another characteristic. Students have the opportunity to go back and revise their pieces. Selection is very important so the students should participate in the selection process. The sixth listed characteristic is student-centred control. The responsibility is on the learner for success. Reflection and self-assessment are very important. The learner is involved in self-assessment procedures and reflects on what he/she has learned. Portfolios provide evaluators with the opportunity to ask questions related to the growth along specific parameters. **Development over time** is the ninth characteristic emphasized.

Without purpose, a portfolio is just a folder of student work. Different purposes could result in different portfolios (Arter & Spandel, 1992).

2.3.1. Types of portfolios

There are basically two types of portfolios as described by Cooper and Love (2001): The focus of a formative portfolio is the process of learning of a particular student. An example of a formative portfolio may be when it is used as a report to parents or guardians. It contains samples of a student's work collected throughout the term to ‘demonstrate changes over a period of time’. The summative portfolio has learning outcomes as its focus and not the process of learning. These portfolios contain proof of a student's skills while also exhibiting their range and depth. Assessment of such portfolios (and hence the student’s skills and knowledge) would be summative. Cooper and Love (2001) suggest three distinct forms of summative portfolio-based assessment;

- The *competency-based* or *outcomes-based portfolio*. It may show samples of a student's work collected as evidence of his/her skills and knowledge, which is relative to the curriculum or syllabi.
- The *negotiated learning portfolio* in which the outcomes of the negotiated learning processes are assessed through a portfolio.
- The *biographic portfolio*, which is a record of achievement. This type of portfolio may have a collection of work experience of a student which is collected over a period of time and arranged chronologically.
-

O'Malley (1997) asserts that there are at least three different types of portfolios: **a collection portfolio, a showcase portfolio, and an assessment portfolio**. In collection portfolios, learners put everything they have produced, whereas showcase portfolios contain a student's best work. An assessment portfolio, which is usually accepted as useful to help students and teachers in planning future learning activities, demonstrates growth with respect to the determined instructional objectives

Valencia and Calfee (1991) provide another useful categorization of portfolios according to the purpose they are designed to serve. The three major types they define are: showcase portfolio, which is student focused, documentation portfolio, student and teacher focused, and evaluation portfolio, teacher and administration focused.

Although Wolf and Siu-Runyan (1996) accept that it is hard to categorize all portfolios into one of the three models they provided, and generally they are combinations of two or more, they have shown sharp contrasts between the models to illustrate the key features. Ownership portfolio focuses on student choice and self assessment. It includes a variety of information which shows learner's progress in reading and writing. Learners set goals for themselves and reflect on the development of their work. The main objective of the ownership portfolio is to enable students "to explore, extend, display, and reflect on their own learning" (p. 33). Feedback portfolios, co-constructed by the student and teacher, provide ongoing

documentation of student learning. They contain student work and reflections, teachers' records on student learning, and information from parents and peers. Teachers, students, and parents use these portfolios to obtain a broad picture of the student's strengths and needs. The third portfolio model is the accountability portfolio. It contains selective collections of student work on a basis of specific criteria, teacher records, and standardized assessments. The main point of the accountability portfolio is to assess student achievement for accountability and program evaluation.

2.3.2. Contents of portfolios

Needs of the students, curriculum of the institution, and the purpose of the portfolio determine what will go into it. "What is called a portfolio can range from a collection of personalized student products to a comprehensive array of student work and teacher records to standardized student assessments" (Wolf & Siu-Runyan, 1996, p. 30). Portfolios vary noticeably in their contents, in the way they are constructed, and in how they are organized. Although there are variations in what the portfolios contain or their dimensions, the main element which gives shape to portfolios is the portfolio's purpose (Wolf & Siu-Runyan, 1996)

Tannenbaum(n.d.) suggests that types of materials that can be included in a portfolio are;

- Audio- and videotaped recordings of readings or oral representations,
- Writing samples such as dialogue journal entries, book reports, writing assignments(drafts or final copies), reading log entries, and graphs and charts.
- Art work such as pictures or drawings, and graphs and charts,
- Conference or interview notes and anecdotal records,
- Checklists(by teacher, peers, or student)
- Tests and quizzes.

Similarly, Mabry (1999) states that a portfolio reflects samples of student work, and it may also contain "narrative descriptions, grades, or other evaluations by

teachers and others, official records, student reflection or self evaluation, responses from parents, suggestions for future work, and audio or photographic records" (p. 17). And also Hancock (1994) says that samples of creative work, tests, quizzes, homework, projects and assignments, audiotapes of oral work, student diary entries, self-assessments, comments from peers, and comments from teachers are among the items that can be found in a portfolio.

Two outstanding elements of portfolios are stressed by Seidel and Walter (1997) in their description of a portfolio as "thoughtful collections of student work meant for active and often long-term review" (as cited in Doğan, 2001). Rather than just being a random collection, a portfolio is purposeful and systematic. Seidel and Walter also assert that choosing what to put in a portfolio demands a careful decision-making process. They maintain that a portfolio system is different from a mere collection of exercises because it is supposed to be developed carefully and systematically.

2.3.3. Advantages of portfolios

Brown and Hudson (1998) clearly underlines the benefits of portfolios under three category: First, portfolio assessments may strengthen student learning in that they; (a) capitalize on work that would normally be done in the classroom anyway; (b) focus learners' attention on learning processes; (c) facilitate practice and revision processes; (d) help motivate students, if well-planned, because they present a series of meaningful and interesting activities; (e) increase students' involvement in the learning processes; (f) foster student-teacher and student-student collaboration (g) provide means for establishing minimum standards for classroom work and progress and (h) encourage students to learn the metalanguage necessary for students and teachers to talk about language growth.

Similarly, about the benefits of portfolios on students learning, students are provided with opportunities to display quality to others. In this way, the students with weaker language skills strengthen their self-esteem and self-concepts as well.

Portfolios serve as an efficient vehicle for learning critical self-analysis and self-assessment. While working on their portfolios students learn to monitor their progress, set goals for their future studies, realize their own strengths and weaknesses, and identify their most efficient and suitable learning methods and contexts (Köse,2006).

Equally, portfolios enable students to see their weaknesses, strengths and development over time in different skill areas. Moreover, students can learn how to work collaboratively through peer critiques, assume responsibility for their own learning, and become independent learners in the process of portfolio assessment (Paulson et al., 1991). Further, portfolios involve students in the assessment process by requiring them to reflect on their performance and assess their own work. According to Hirvela and Pierson (2000), self-reflection and self-assessment give students a greater sense of ownership of their learning, which can increase their motivation for learning as well and make students more engaged. That students take part in the assessment process is extremely important because when students are not involved in the assessment process, but allowed merely to respond to the tasks assigned by others, they are deprived of the opportunity to learn from the process (Murphy & Grant, 1996).

Brown and Hudson (1994), as a second, report that portfolio assessments may enhance the teacher's role to the degree that they (a) provide teachers with a clearer picture of students' language growth, (b) change the role of the teacher (in the eyes of students) from that of an adversary to that of a coach, and (c) provide insights into the progress of each individual student.

As a contrast to standardized tests, portfolios provide opportunities for teachers' active participation of assessment process. By using classroom performances, portfolios bring teachers into the foreground and put the testing into the teachers' hands, taking it from those of the testing experts (Hamp-Lyons,& condon 2000). Huerta-Macias (1995) claim that this can be explained by

the non-intrusive characteristics of alternative assessment methods on regular classroom activities.

Further, according to O'Malley and Pierce (1996), at the classroom level, portfolios can address both the process and product of learning "with a focus not only on the answer to the learning problem but also on the ways students approach the problem to solve it" (p. 37). Thus, portfolios allow teachers to see a meaningful picture of student growth by providing them with information from a variety of tests, tasks, and settings over time, thereby generating data to evaluate the effectiveness of instruction as well.

Third, Brown and Hudson (1998) claim that Portfolio assessments may improve testing processes to the extent that they (a) enhance student and teacher involvement in assessment; (b) provide opportunities for teachers to observe students using meaningful language to accomplish various authentic tasks in a variety of contexts and situations; (c) permit the assessment of the multiple dimensions of language learning (including processes, responses, and activities); (d) provide opportunities for both students and teachers to work together and reflect on what it means to assess students' language growth; (e) increase the variety of information collected on students; and (f) make teachers' ways of assessing student work more systematic.

Besides the ones expressed above, in second/foreign language classrooms, the greatest potential of portfolios is to document and chart students' growth in proficiency in the four language skills. Specifically, items placed into the portfolios over time enable anyone to examine the students' increased knowledge and sophistication with using vocabulary, greater accuracy in pronunciation, increasing fluency of oral production, and growth in using the language for written purposes (Padilla et al., 1996).

Popham (1995) suggests that the relationship between instruction and assessment will be strengthened as a consequence of students' continuing

accumulation of work products in their portfolios. Student performance is evaluated in relation to instructional goals, objectives, and classroom activities. They can be tailored not only to individual classes but also to individual students which is the humanistic aspect of portfolios and portfolio results can be used to plan instruction (O'Malley and Pierce, 1996).

Finally, all the benefits which is supplied by alternative assessments can be stated as advantages of portfolios, such as – as expressed before- being powerful for giving feedback, good for assessing higher order thinking skills, more individual, more direct assessment and giving more chance students to be tested. And also it is good at curing problems caused by traditional assessments such as, causing competition not collaboration among students, causing affective barriers against poor learners, causing short term learning, focusing on bits and pieces rather than big picture.

2.3.4. Deficiencies of portfolios

Portfolios carry the characteristic deficiencies of alternative assessments in terms of workload, time consuming, reliability, assigning score and lack of training. Truly, implementation is difficult. Research indicates that without extensive staff development, teachers are unlikely to systematically implement authentic assessments (Hiebert&Raphael, 1996 cited in Eggen&Kauchak, 1999) and the process is very time-consuming, even with support (Valencia&Place, 1994 cited in Eggen&Kauchak, 1999; Fenwick&Parsons, 1999, Bailey, 1998) Research suggests that portfolios place additional demands on teachers and students. Teachers need not only a thorough understanding of their content area and instructional skills, but also additional time for planning, conferring with other teachers, developing strategies and materials, meeting with individual students and small groups and reviewing and commenting on student work (Sweet, 1993). Hyland(2003) states that plagiarism or outside assistance is one of the disadvantages of portfolio work and portfolio work is a heavy workload for teachers.

Although obtaining acceptable levels of reliability is possible if care is taken (Nystrand et al., 1992 cited in Eggen&Kauchak, 1999) in practice this has been a problem as seen with the state of Vermont Portfolio Assessment Program in 1992 which was a widely publicized movement. Research on the program indicates that scores assessing the same portfolio often gave very different ratings(Koretz et al., 1993 cited in Eggen & Kauchak, 1999). Additional research on portfolios has identified similar problems (Herman & Winters, 1994 cited in Eggen & Kauchak, 1999).

Smith and Tilemma (2001, cited in Smith and Tilemma, 2003) state that very few studies exist on the long-term impact on portfolios. It requires a sound understanding of its theory for optimal implementation on the teachers' part. On learners part; it is a new philosophy compared to the traditional educational philosophy, learners may not fully comprehend the rationale underlying the new regulation and may tend to view portfolio work as a traditional assignment procedure-and the teacher the authority person of it. Thus students' instructional expectations of the new method may insist to be traditional. Learners need to be informed, trained gradually and guided in the use of portfolios in order to assure that learners gain full control and self-confidence in this practice in order to get the optimal benefit out of portfolio use.

Similarly but from a different view point, Brown and Hudson (1998) address disadvantages of using portfolio assessments under three issues: design decisions, logistics, and interpretation. Design decision issues include deciding (a) who will determine grading criteria, (b) how grading criteria will be established, (c) who will determine what the portfolios will contain, and (d) how much of daily authentic classroom activities will be included in the portfolios. Logistical issues involve finding (a) the increased time and resources needed to support portfolio assessments, (b) ways to rely on the training and abilities of teachers to implement portfolio assessments, and (c) the time for teachers to read and rate portfolios on a regular basis throughout the school year while simultaneously helping students develop

those portfolios. Interpretation issues include (a) grading students' achievements as represented in their portfolios; (b) setting standards and interpreting the portfolios in a way that is equally fair to all students; (c) training teachers to make fair interpretations; and (d) reporting portfolio assessment results so that all interested audiences (e.g., students, parents, administrators, politicians) can understand them.

2.4. E-portfolios as an alternative assessment

Paper-based portfolio development gained popularity around 1986 and with the escalating use of computers in language learning and teaching, these evolved into electronic portfolios. The electronic portfolio is a result of technology being readily and conveniently used in most classrooms today (Ali, 2005)

In Barret's (2000) definition, electronic portfolio includes the use of electronic technologies that allow the portfolio developer to collect and organize artifacts in many formats (audio, video, graphics, and text). A standards-based electronic portfolio uses hypertext links to organize the material to connect artifacts to appropriate goals or standards. Often, the terms *electronic portfolio* and *digital portfolio* are used interchangeably. However, he makes a distinction: an electronic portfolio contains artifacts that may be in analog (e.g., videotape) or computer-readable form. In a digital portfolio, all artifacts have been transformed into computer-readable form. An electronic portfolio is not a haphazard collection of artifacts (i.e., a digital scrapbook or multimedia presentation) but rather a reflective tool that demonstrates growth over time.

Similarly, Yancey and Weiser (1997) describe electronic portfolio as a purposeful collection of a student's work that is made available on the World Wide Web or a recordable CD-ROM. it is similar to the traditional portfolio that consists of papers and folders; however, the medium this portfolio uses is different It uses a combination of electronic media such as hypermedia programs, databases, spreadsheets, and word-processing software, as well as CD-ROMs and the Web. The electronic portfolio can be print-based, saved on a computer disk, compiled on a CD-

ROM or Web homepage, or a combination of the above. The information can take the form of text, graphics, videos, sounds, images, or any other multimedia format. Although print documents may be included in this kind of portfolio, the electronic portfolio can take other forms: completely electronic, multiply formed (documents and electronic), and multiply linear (hypertextual).

One definition of e-Portfolio is a "digital representation of self on characteristics of interest to a community." The community context can be represented as a template into which the portfolio creator places text, audio, and video files (digital artifacts) and is encouraged to include a description, rationale, and discussion around each entry in the template. Taken together, the software feature-set makes e-portfolio a powerful tool for the new 3Rs, representation, reflection, and revision. (Stephen, 2005)

2.4.1. Advantages of e-portfolios

The e-portfolio makes use of a variety of electronic media as well as links to external sources. While e-portfolios are created through a similar process to print based portfolios, e-portfolios have a number of advantages over print based portfolios including the ability to store, organise and reorder contents quickly and easily; provide opportunities to integrate student course work; their ability to form the basis for collaboration; the potential for development of information management, self organisation, planning, and presentation skills (Kahtani, 1999).

Indeed the benefits of e-portfolio possess the benefits of technology that can be simply expressed by two word "easy and more". E-portfolios with the help of technology are easy to access, easy to upgrade, easy to store, more audience, more motivating and more cross referencing.

First of the most important advantages of electronic portfolio is the amount of space it takes relative to the traditional one. Kahtani (1999, p.4) explains this situation by saying "For paper portfolios, students need thick three ring binders to

hold the work they collected over a period of time, such as pictures, cassettes, videotapes, samples of writing, and so on. With electronic portfolios, the same information can be collected, stored and managed electronically, taking very little or no physical space. All of the portfolios for an entire class may be stored without having any space problems. At the end of the year or semester, students can have their work saved on floppy disks or CD-ROM, a compact disk that can store up to 650 MB of information (equivalent to 300.000 sheets of typed text)."

In addition to Kahtani, it can be said that book shelves will be empty thanks to unlimited storage capacity of Web. Web is providing endless shelves for videos, audio files, documents and pictures. And all of them can be kept in as higher quality as one wish.

As a second, electronic portfolios are easy to upgrade. The content of electronic portfolios may be updated from time to time as the student progresses through the term (Ali, 2005). Like most information on the Web, the content and organization of electronic portfolios can be upgraded and periodically updated. Students can always access their work on the Web using their passwords. They can change or add documentation that best represents their learning and growth (Kahtani, 1999).

Another important benefit of electronic portfolios is that they are more accessible than paper-based portfolios. They provide easy access to the stakeholders either over the Web or through other technological media like the video, or CD-ROMS etc. Students do not have to invest in bulky storage systems and can access their portfolios from anywhere while their teachers from other disciplines can also access the portfolios and check on the students' learning processes.

Accessibility is an important term because knowledge increases and is completed when it is shared. While sharing, to be able to access the knowledge is crucial. E-portfolios makes an task accessible for student himself, teachers, stakeholders, parents, peers and whom interested. Ali (2005) also adds students can

also show their electronic portfolios to prospective employers when interviewing for jobs.

Another advantage of e-portfolio is its being more motivating. Although dossier portfolios restricted to be read or watched, e-portfolios are open to interaction. Bhattacharya and Hartnett (2007) state that portfolio development is not only about “collection” of tasks as evidence of learning and “reflection” on the process and product of learning but it is also about the “interactions” of learning. In this “networking age” no learning can be labelled as independent and individual. Knowledge is distributed among people and tasks. Most of the present day e-portfolio platforms provide the option for inclusion of peer review, feedback and discussion. Therefore e-portfolios have the potential to become lifelong learning tools.

Although motivation is an abstract thing, displaying students' work on the Web is a significant motivating aspect for students, which they don't get when producing their work only for the teacher. To support this claim, Frizler (1995) suggests that students do better in writing when they know that they are going public and writing for a much wider audience that extends beyond the classroom and school boundaries. He further suggests that having students use the Web as a medium to present their portfolio will make them feel as if their work is published. Confirming this view is Phinney (1996), who states that her students have the option of producing electronic papers using a toolbook (programming software) application, which includes digitized sound, video and still images, to present their arguments instead of writing a traditional paper. Although the mechanics were often more difficult, the students who chose to do the electronic paper 'enjoyed it immensely'. Many appeared to be more involved in their work and produced interesting hypertexts.

As another advantage of e-portfolios, it can be said that electronic portfolios allow cross-referencing of student work through hyperlinks. An example would be if a science project also contained samples of math problems. By using electronic

portfolios, it is possible to create links between all the different kinds of work that is to be presented (Ali, 2005).

Finally, the concept of digital or e-portfolio goes beyond text and still images only. One can incorporate multimedia to demonstrate knowledge and skills. The realm of e-portfolio is extending as new tools and technologies are developed (Bhattacharya and Hartnett, 2007). Ali, (2005) also underlines this advantage by saying that electronic portfolios can store multiple media. Students' writing as well as samples of oral reading, a three dimensional model, artwork, a sketch, or an animation may be easily collected and stored on the computer. This is interesting because, for example, a student of architecture studying ESP can incorporate a three dimensional model into his/her e-portfolio while writing a process essay.

2.4.2. Disadvantages of e-portfolios

Despite the advantages, however, this type of portfolio has serious limitations. Two major limitations are that it can only be used by technologically literate students and it can only be used when the necessary equipment and software are available. With this level of technology, some students, especially those who have low proficiency in computer skills, find it difficult to stay motivated, perceiving the virtual classroom as a hindrance to learning more than a benefit (Frizler, 1995). Technical problems that might occur, such as power failure and telephone line disconnections are drawbacks of this kind of technology. Another important disadvantage is that students may spend too much time on organizing their portfolios to make them look good in terms of graphics and design and pay less attention to the written content. By the same token, teachers may find themselves teaching computer skills instead of writing (Kahtani, 1999).

Similarly, Bhattacharya and Hartnett (2007) identify a number of issues including; the length of time to develop; difficulties in mastering the use of the software; and issues of privacy. Perhaps more importantly without a central focus on reflection, e-portfolios are in danger of becoming simply a collection of information

rather than a mechanism for the development of meaningful knowledge. In order to determine whether such a process has occurred criteria for the assessment of reflection within the e-portfolio context are needed.

2.5. European Language Portfolio (ELP)

Together with this awareness, international economic and employment trends have in recent years led to the search for new forms of assessment. Innovative approaches to assessment have been the outcome of changes in instruction based on contemporary views about the role of education in the social and professional life of an individual (McMillan & Workman, 1998). As expressed in previous chapters, portfolios have presented an alternative form of assessment to the standardised tests (Linnakyla, n.d).

The ELP is not in much difference with the discussed portfolio system in the previous section. Both of them include self-reflection and self-assessment so that they can enhance learner autonomy and lifelong learning. Both focus on the process of learning rather than product. The only difference is that the ELP has more structured components which will be discussed in detail in the following section. These components support self-directed learning by including self-assessment with the 'can-do' statements. The ELP aims to motivate the learners for intercultural experiences and lifelong learning as well.

2.5.1. Definition of the ELP

ELP is defined in CoE (2001) as "is a document in which those who are learning or have learned a language - whether at school or outside school - can record and reflect on their language learning and cultural experiences."

European Language Portfolio (ELP) is similar to the general portfolio system which is used in the education system. The ELP was designed based on the Common European Framework of Reference for Languages (CEFR) which is a guideline used

to describe achievements of learners of foreign languages across Europe. It was designed by the Council of Europe as a project of 'Languages Learning for European Citizenship' in 1989-1996. The aim of CEFR is to provide a method of assessing and teaching all languages in Europe (Council of Europe, 2001; Schärer, 2000).

It is an instrument facilitating the recording, planning and validation of lifelong language learning both within and beyond the educational context. There is a variety of ELP because one single ELP cannot meet all the learners' needs in different environments. Schneider and Lenz (2001) state those reasons as learners' age, special groups, and different environment and traditions.

Three types of ELP were developed: for young learners (10-12 years), for the learners who are at the stage of obligatory schooling (11-15/16 years) and for young people and adults (15/16 and over) (Schneider & Lenz, 2003). Different types of ELPs have been developed and validated. Meister (2005) points out that the ELP can be used by all ages, so there are different types of portfolio at schools and educational levels appropriate for each age and level groups but based on the same beliefs of the Council of Europe (Meister, 2005).

Although there is a variety in the types of ELP, each version of the ELP must be closely related to the six levels of competence of the Common European Framework (CEF), which is used to evaluate the learners as basic users (A1-A2), independent users (B1-B2), and proficient users (C1-C2) (CoE, 2001b). They are valid all over Europe and provide that the evaluation of language achievement is easily comparable on transnational level.

2.5.2. Contents of the ELP

The ELP consists of three parts, language passport, language biography, and dossier.

Language Passport

The language passport is the section where the learners can provide an overview about their proficiency in different languages. As the document called "Principles and Guidelines" suggests, learners complete their passports in terms of skills and the common reference levels defined by the Common European Framework (CEF). The learners state their formal qualifications and language competencies, and their learning experiences. These include self-assessment, teacher assessment and assessment by educational institutions. The passport should state on what basis, when and by whom the assessment was done (Council of Europe, 2004).

Language Biography

The language biography enables the learners to include their involvement in planning, reflecting upon and assessing their learning process and progress. In the 'Principles and Guidelines' of the ELP, it is reported that the learners are encouraged to state what they can do in each language. They also give information about their linguistic and cultural experiences they have had inside and outside their language classes. From a pedagogical aspect, the language biography section focuses on reflective processes which can be considered a connection between the language passport and the dossier (Council of Europe, 2004). The language biography includes some checklists based on the self-assessment grid. The checklists help the learners to identify what they know and what they need to know. Schneider and Lenz (2003) emphasizes that in these checklists, there are "I can do…" statements related to each skill (see Appendix P). Learners tick the boxes about the ability related to a skill which they can do. If there is an item they cannot do, they mark it as a priority for

learning, and based on this, they can set their objectives for learning (Schneider & Lenz, 2003). Hence, the 'can-do' statements help the learners to assess themselves and see their language learning progress.

Dossier

The dossier is the section where the learners can keep the materials which demonstrate their achievements or experiences in the Language Passport or Biography. In this sense, it is like a portfolio of an artist. According to the 'Principles and Guidelines' learners can include letters, project works, memoranda, brief reports, and audio or video cassettes which show their proficiency in the language in the ELP (Council of Europe, 2004). With the dossier, the students get the opportunity to record their works and present them. The dossier gives the students the opportunity for selecting relevant learning documents of their own learning and illustrating their current language skill or experiences through authentic personal documentation (Kohonen & Westhoff, 2003).

2.5.3. Functions of the ELP

ELP basically has two main functions as pedagogical and reporting (Vosicki, n.d.). He states that ELP is a productive and practical tool providing the learner responsibility for structured self-assessment, fixing objectives and planning future learning. It contributes to increasing motivation and to improving the quality of language learning and teaching as pedagogical functions. For reporting functions, it supplies other people such as teachers, parents to be informed in a clear, transparent and comparable way of all the language knowledge and intercultural experiences of a learner. Moreover, it also validates language learning.

2.5.4. ELP in Turkey

The ELP is a newly introduced learning instrument in Turkey. An ELP project started in Turkey on 01.10.2001 with the leading role of the Education of Ministry.

Demirel (2005) reports that the project was planned to be piloted first in the private schools, Anatolian High Schools and High School with one year English teaching program, later the project was going to be expanded to other schools. At the first stage, the ELP was piloted in 20 state schools and 4 private schools in Ankara and Antalya. In 2004, the piloted cities increased to 30. It was planned to conduct pilot projects of the ELP gradually in an expanded way in whole Turkey in 2005 and later.

The validation of the ELP Turkish model was approved in 2003 by the Validation Committee of ELP with the 47.2003 accreditation number. This was for the high school students aged 15-18. B1 and B2 level were aimed to be achieved in high schools.

In 2005-2006 academic year, the preparation of second ELP Turkish model, which is for 10-14 years old primary school students, was finished and piloted in 15 primary schools. It was offered to the Validation committee and approved with the 80.2006 accreditation number. A1 and A2 levels were aimed to be achieved in primary schools.

With complement of these two portfolios, it is planned to give every student a portfolio from primary school 4th class, which is the start of the obligatory english language education, to the end of the high school. As a complement to these portfolios, Language curriculum has changed gradually. In the time of research is implemented, New books which are based on ELP and common European framework levels, A1 and A2 for primary schools had been used for 2 academic year.

This study aimed to complete this new curriculum. And with the being integral part of the teaching, it is planned to make portfolio complete. Because, although curriculum has changed according to ELP, there is not assessment system to complete these portfolios.

Besides the pilot projects, the ELP is used by a language school and some private language courses. TÖMER is the first language school in adult education

which uses the ELP in Turkey. The application of (Ankara University) TÖMER, Turkish and Foreign Languages Research and Application Centre, to the European Council for the use of ELP was accepted by the European Validity Committee in 2004. Thus, TÖMER has become the first language school which provides its students with language passports in the field of teaching adults foreign languages.

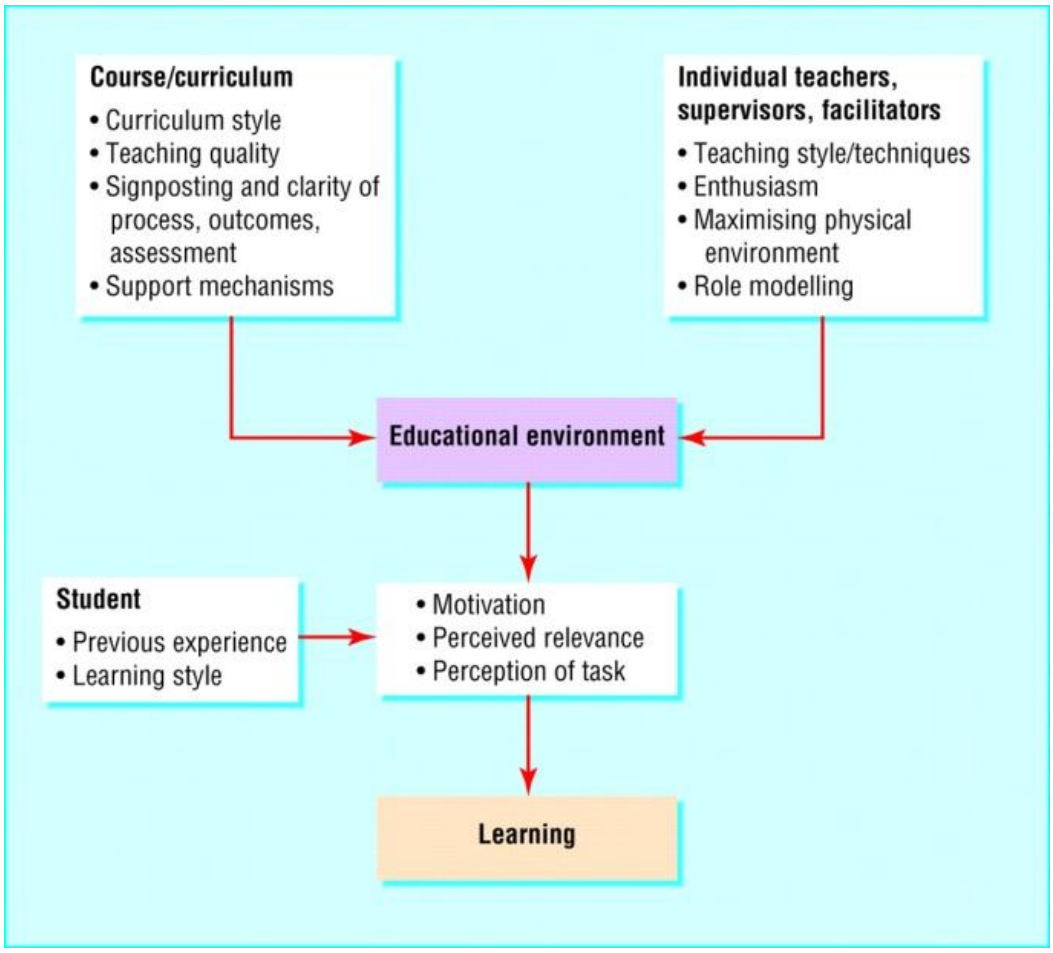
2.6. Educational Environment

Learning depends on several factors, but a crucial step is the engagement of the learner. This is affected by their motivation and perception of relevance. These, in turn, can be affected by learners' previous experiences and preferred learning styles and by the context and environment in which the learning is taking place. Teaching is as much about setting the context or climate for learning as it is about imparting knowledge or sharing expertise (Hutchinson,. 2003). Learners in supportive environments have high levels of self efficacy and self-motivation and use learning as a primary transformative force" (Bereiter & Scardamalia, 1989.

Classroom learning environment has been a major topic to study from the perspective of student perception for nearly two decades (Fisher and Kent, 1998).How students perceive the characteristics of the learning environment, with no doubt, guide teachers a long way to plan, reconsider and implement the best teaching strategy. Also, in language teaching, it is the duty of the teacher to decide on the most appropriate methodology and set the environment which serves best for an effective language learning setting.

The learning environment can be defined as the whole activities taking place in the time allocated for classroom work, the individuals who are present, and the physical quality of the classroom constructs the essence of a learning environment (Lorsbach et al. 1999).

Figure 6. Factors effecting educational environment (Hutchinson, 2003)



Harmer (2001) notes the importance of students' experiences in the classroom: "students do develop as a result of classroom experiences of success or failure. They will almost certainly change in some way as a result of their learning environment and the tasks they perform (p.51). In this concept, Fraser (1991); Wang, Haertel and Walberg (1994); Wentzel (1994) relate academic achievement to positive classroom environments; Pienta and Walsh (1996) associate academic achievement with improved schooling for children at-risk; Fisher and Kent (1998) have found a high correlation between positive classroom environment and personality type of teacher; Battistich, Schaps, Watson and Solomon (1996) have found that positive classroom environments have a positive effects on motivation, social interaction and attitudes of students (cited in Burnett, 2002).

In this study three aspects of educational environment as perceived by the students are considered. They are: (1) students' perceptions of the language learning, (2) students' perceptions of the teacher, (3) students' perceptions of exam.

2.6.1. Students' perceptions of learning

Affective factors are important in language learning. Some researchers believe that students' beliefs about language learning influence language learning, students come into class with certain beliefs and misconceptions about language learning and those beliefs may cause anxiety or impede language learning (Green, 1993; Horwitz, 1988; Mantle-Bromley, 1995; Phillips, 1991). Beliefs that are detrimental for learning and beliefs that are contributing learning should be identified and detrimental beliefs should be replaced.

Research on students' approaches to learning suggests that students tend to have deep approaches, surface approaches and achieving approaches which affect the way students perceive the educational environment (Dart et al., 2000). Deep approaches are often "characterized by an intention to seek meaning of the material being studied" and lend itself to transformation and elaboration of the material (Dart et al., 2000). On the contrary, surface approach is associated with the process of reproducing the material being studied (Dart et al. 2000). Dart et al. (2000) suggest that there's a strong relationship between students' conceptions of learning and their approaches to learning. They found out those students who had qualitative and experiential conceptions tended to have deep approaches to learning, on the other hand students who had quantitative conceptions of learning employed surface approaches. They cited a relevant research by Biggs (1993). In his study, students' perception of the learning environment is the main determinant of whether to develop a surface approach or a deep approach in order to learn the target material."

That perception is dependent on how students interpret the factors present in the learning environment in the light of their personal characteristics" (Dart et al., 2000, p.2).

Dart et al. (2000) cite another relevant research by Soljo (1979) and Marton, Dall Alba, and Beaty (1993) which propose a hierarchic framework of students' views on learning :(1) increasing one's knowledge, (2) memorizing and reproducing , (3) applying, (4) understanding, (5) seeing something in a different way, (6) changing as person. The sixth level was identified by Marton et al. (1993) (cited in Dart et al., 2000). According to Biggs (1994), levels 1, 2 and 3 can be considered as quantitative efforts whereas levels 4, 5 and 6 are qualitative in nature (cited in Dart et al., 2000). The 'quantitative outlook' is about the amount of the content that the student masters on the other hand the 'qualitative perspective' is held when students search for meaning through prerequisite knowledge (Dart et.al. 2000). On the other hand, Wierstra et al. (2003) state that surface learning approach and deep learning approach are not two opposite approaches, and it would not be fair to imply that a student may tend to have either a surface or deep approach. They also provide the research of Vermetten et al.(1999c) and Busato et al. (1998) in which students who increasingly employ constructive learning approaches do not drop reproductive learning approaches, yet, altering the learning environments makes a change in students' approaches to learning (Wierstra et.al., 2003). Wierstra et al. (2003) have come to a conclusion that "student's learning approach may be regarded as a typical coherent combination of several components: views about learning, regulation activities (also called metacognitive learning activities) and processing activities" (p. 505) (cited in Oran, 2006)

It's desired that EFL students develop deep approaches to foreign language learning and primarily search for meaningful learning. "Teachers can promote deep approaches to learning through the creation of learning environments that students perceive as safe, supportive, and that offer helpful relationships" (Dart et al., 2000, p.7).

2.6.2. Students' perceptions of teacher

The teacher or facilitator is one of the most powerful variables in the educational environment. The teacher's actions, attitudes (as evidenced by tone of voice, comments made), enthusiasm, and interest in the subject will affect learners indirectly. The capacity for subliminal messages is enormous. Inappropriate behaviour or expression by a staff member will be noticed; at worst the learners will want to emulate that behaviour, at best they will have been given tacit permission to do so. (Hutchinson, 2003)

Within EFL teaching methodology, the term 'teacher' has changed into new form in accordance with the shift in language learning theories. Scrivener (1994, p.6) identifies three types of teachers according to the roles they perform in EFL classroom:

1. the explainer: This type of teacher tends to explain or lecture as a teaching strategy and let students answer questions, take notes or follow related exercises as a follow-up activity.
2. the involver: This teacher is more informed of the language teaching methodology and has more techniques to reach students as well as to create environments for them to respond actively.
3. the enabler: This kind of teacher knows well about the methodology, moreover he/she diagnoses students' needs, desires as a learning community and address a diversity of students by creating non-traditional learning environments in which every student learns for himself/herself.

According to Scrivener (1994, p.8), in the EFL classroom, three basic teacher characteristics work most effectively:

1. empathy: a strong sense of other's feelings, thoughts, and desires; a talent of seeing things from other person's perspective,
2. respect: to hold an objective and a positive view for other people,
3. authenticity: the ability to be natural, divorced from identities of the outer world.

Scrivener (1994) also adds that these three teacher characteristics contribute to the social relationships within the classroom and draws the quality of communication between people to a higher level; thus educational environment naturally becomes a place that students feel supported, and evidently have self esteem and self-understanding.

Ryan and Patrick (2001) mention four factors that are effective to change students' motivation and engagement: (1) students' perceptions of teacher support, (2) the teacher as promoting interaction, (3) the teacher as promoting performance goals, (4) mutual respect. In their research, students' perceptions of teacher support, the teacher as promoting interaction and mutual respect were found to be related to positive changes in students' motivation and engagement. The characteristics of students' perceptions of teacher support perceived by students can be counted as caring, friendliness, understanding, dedication and dependability (Ryan and Patrick, 2001). A relevant study may be Waxman and Huang's (1997) research which explored a high correlation between teacher support and student outcomes. (cited in Oran, 2006)

A teacher plays different roles in the classroom such as authority figure, leader, knower, director, manager, counsellor, guide, friend, confidante, and parent (Brown, 2001, p.200). In the classroom atmosphere these roles might be perceived by students in many different ways. Teaching style is another important factor to effect students' perceptions of educational environment. Brown (2001) notes that teaching style is always consistent with personality style and vary greatly from individual to individual.

Students' relationships with their teachers and teacher feedback influence their perceptions of educational environment (Burnett, 2002). In his research, Burnett (2002) found out that students who reported having positive relationships with their teachers perceived the classroom environment in a more positive way.

Traditional teaching style puts the teacher in the middle of the teaching-learning situation; the teacher performs the role of "knower" who passes over his/her knowledge to the students (Scrivener, 1994). He also criticizes the assumption that explanations and demonstrations when performed by the teacher will always lead to learning and adds that as he/she keeps the control of the subject matter, makes decisions about what work is needed and orchestrates what the students do, he/she evidently becomes the most active person in the classroom.

2.6.3. Students' perceptions of exam

Exams – at the right time and in the right proportions – have a valuable contribution to make in assessing learner' profiency, progress, and achievement. As a device for diagnosing learners' errors, and for defining the interlanguage of individuals and groups of learners they are indispensable. Tests are also the simplest and most effective form of extrinsic motivation of imposing discipline on the most unruly class, and of ensuring attention as well as regular attendance. They are closely bound up with classroom authority. (Prodmou, 1995)

Alderson (1989) claims that students feel a test is simply a hurdle and an obstackle imposed by the system on students. Something that they have to get over, that is in some way irrelevant to their learning. The examination system and the tests are seen to be repressive or discriminatory – discriminatory amongst students of otherwise equivalent abilities and talents

Similarly Wargo (2006) states that Every student hates tests, and teachers often aren't fond of them either. A pain to study for and a pain to take, they are also time-consuming to give and to grade. This is mostly because of misperception of by students and misuse of them by teachers

Tests and examinations are closely associated in learners' minds with anxiety; it is doubtful whether performance, even in tests, is facilitated by an attack of fear and nervous tension but, in educational terms, these are a major obstacle to learning.

Most recent approaches to language learning would accept the importance of affective factors in the classroom. The features of orthodox testing I have described so far all contribute towards raising the learner's affective filter, and thus placing barriers in the way of efficient learning. Moreover, a great strain is placed on classroom relationships when the teacher is called upon to play the role of the students' judge and executioner: when testing comes through the door, rapport between teacher and learner often goes out the window. (Prodromou, 1995; p. 25)

Tests are commonly assumed to bring about some change in motivation and thus in behaviour associated with learning. Students, particularly those with high orientation toward success or toward avoidance of failure in the exam, are more likely to expect their teachers to cover what will be tested. This might thus bring some change in behaviour associated with the teacher's instructional plan and practice.

2.7. Conclusion

The function of assessment is to offer information about how students are learning and teachers are teaching in order to facilitate learning and teaching results. Traditional testing, such as standardized measurements or norm-referenced instruments, is quite product-based so that it fails to provide process-based evidence of learning and teaching. The problems associated with traditional testing also mask what the student really knows or, in the case of English as second/foreign language education, what the student can do (Chen, 1993). As Padilla et al. (1996) indicates, "traditional assessment has emphasized the measurement of a given body of defined and discrete knowledge as determined by a student's performance on an objective test. This approach has often been limited to assessment of student outcomes at a specific point in time and has provided little information about teaching and learning processes" (p.429).

In addition, Huerta-Macias (1995) points out that the testing situation itself often produces anxiety within the student such that she is unable to think clearly. The

student may also be facing extenuating circumstances (e.g., personal problems or illness) at the time she is being tested; this also hampers the student's performance on the test. Wolf (1989), more completely, depicts the once-over and one-time nature of standardized tests as 1) assessment which comes without a personal responsibility, 2) assessment which measures learners' performance on the slice of skills that appears on tests, but fails to demonstrate learners' full range of intuitions and knowledge, 3) sufficiency with first-draft work, and 4) exclusion of development.

So, educators recently have put emphasis on searching for alternative measurements with which students can be evaluated on what they can integrate and produce instead of how well they can recall. There is no one name for alternative measurements as well as no single approach to implement alternative measurements. One of the measurements is portfolio assessment, an effective addition to traditional forms of assessment. Portfolios provide evidence of students' learning process toward meeting their goals as learners and the framework or backdrop for teachers' instruction. Portfolio assessment is seen to be an effective measurement to compensate the disadvantages of traditional assessment. (Chen, 1993) McNamara and Deane (1995) explain the importance of using portfolios as one of educational assessment tools by pointing out that it provides “a more complete picture of our students' ability, effort, and progress” and more importantly, it allows students to “have a greater voice in their language learning process" (p. 21).

Even though alternative assessments are said to represent what they attempt to assess and provide favorable classroom assessment opportunities, they inherit a set of problems related to practicality, time management, objectivity and standardization, reliability and validity (Sağlam, 2005).

Easley and Mitchell (2003) argue that a person who uses only traditional assessment techniques or only alternative assessment techniques in evaluating student performance in a work gains a partial view over the performance of the students. They state that teachers, who use multi- assessment techniques, get a more valid control over the process (Nagihan)

Tedick et al.(1998) suggest that alternative assessment gradually be introduced and always in conjunction with more traditional forms of assessment. (nagihan)

The European Language Portfolio is one of the concrete alternative assessments. And it is not in much difference with the discussed portfolio system in the previous lines. Both of them include self-reflection and self-assessment so that they can enhance learner autonomy and lifelong learning. Both focus on the process of learning rather than product. The only difference is that the ELP has more structured components which will be discussed in detail in the following section. These components support self-directed learning by including self-assessment with the 'can-do' statements. The ELP aims to motivate the learners for intercultural experiences and lifelong learning as well.

The Turkish National Ministry of Education issued a law in 2001 to establish the use of European Language Portfolio both at the primary and secondary schools. To this end, the e-portfolio assessment presented in this research goes hand in hand with the European Language Portfolio in terms of contents, scoring criteria, and language proficiency levels.

CHAPTER 3
METHODOLOGY

3.1. Introduction

This chapter presents the information about the participants, research procedures, data collection, the instruments for data collection, and the methods used for data analysis.

3.2. The participants of the study

The data for this study was collected through questionnaires and exit slips responded by one experimental and one control group which are constructed with the participation of 24 students in each class. The total number of students is 48. They are studying at 5th grade in a public primary school. The ages of the participants vary between 12 and 14. There are 12-girl and 12-boy, 24 in total, students in experimental group. There are 11-boy and 13-girl, 24 in total, students in control group.

English language learning backgrounds were the same for experimental and control groups. Up to beginning of the 5^{th} class second term, when the study started, both classes had been studying for nearly 110 hours English class for 1.5 years, including the vocabulary of topics “My classroom, My family, My clothes, My body parts, My house, My pets, My weekly schedule, Time, Foods and drinks, Seasons, Toys, Physical appearance, Countries, Regions, Cities, School life, School stores, Physical exercises ” and the grammatical structures “To be, Have/has got, There is/are, Time and place prepositions, Singular/Plural and Can for ability”. Thus, all participants of this study have been taught English by the same teacher and through the same text book.

The text book, which has been supplied by the Ministry of National Education at the beginning of the school year, is “Time for English” which covers the syllabus for 5th grade students. This course book was designed according to ELP as a part of change which has been conducted since 2000. With the framework of ELP, this book and its contents are related to A1 and A2 levels.

The study was conducted from February to May in 2008. At the time of study, all students studied the same topics “The simple present tense, expressing likes and dislikes with the vocabulary related to foods, animals and daily/pleasure activities” with the same classroom activities. However, control group assessed through classical two paper and pen tests but experimental group assessed through a hybrid e-portfolio based techniques.

3.3. Research Design

The type of this research is the basic interpretive qualitative study. A basic interpretive study deals with how participants understand a situation or a process, how they make meaning of the situation or the process. Meriam (2002) points out the interests of a basic interpretive qualitative research as in the following: a) how people interpret their experiences, b) how they construct their worlds, c) what meaning they attribute to their experiences, and finally d) how people make sense of their lives and their experiences. In this study, we are the main instrument providing the meaning to the participant. It is carried out inductively and the results are shown descriptively.

In the study, our aim was to see how learners make sense of experiences with the e-portfolio based assessment for the educational environment. It was conducted inductively which made the learners form their own hypothesis about the educational environment and the findings obtained from the Educational Environment Measure, Students’ Exit Slips, Exam Evaluation Forms, and Unit Self Assessment Forms.

In this research study, a quasi-experimental research design was formed to collect data. Because of the school administration’s regulations, there was no chance

to implement a true experiment. As classes were previously formed, applying random assignment wasn't possible. Instead of random assignment, matching assignment was conducted. The groups were matched according to the criterion of sameness level.

Both classes were traditional average classes. They have both strong and weak students. Average of the 4th class written exams, done by the lesson teacher, are 87 % for the experimental group and %84 for the control group. For the first term of the 5th class, the averages are 79 % for the experimental group and 80 % for the control group which shows the similarity of the classes at English language learning.

A true experiment differs from quasi experimental design in that the former is carried out with random assignment. (Nunan, 1992; Campbell & Stanley, 1963). However assetions of Nunan (1992) and Campbell and Stanley (1963) display a quasi-experimental study can be conducted as it is not only always possible to carry out true experimental studies and the impossibility of randomly assigning subject to experimental and control groups may occur.

3.4. Research Procedure

This study took nearly 3 years, including designing the problem question, trying to find solutions, concentrating on portfolios, designing web-folio (www.karderen.com), implementing the study, analyzing the data collected and texting the findings. In this chapter a detailed information will be given about what was done and why and how.

3.4.1. Designing e-portfolio procedure

Everything has started with the researcher's feeling sorry for the students who always get poor marks on the exams and, related to this, their losing self and social confidence. The roles were usually different in class than in playground. A creative student, who has also leadership features while playing in the garden, was becoming a silent, timid student in the classroom. This dilemma felt the researcher that he, and

in a bigger perspective schools, was incorrectly intervening in natural development of individual via trying to teach something. While trying to build something we were demolishing some parts as well.

The student was in a situation that he doesn't wish or choose. He didn't choose to go to a place called school. He didn't choose to take English, Math, and Science courses. He didn't choose to be together with these teachers. He didn't choose to take an exam. Surely he didn't want to be labeled as unsuccessful in the presence of his peers.

So everything has started with researchers feeling the negative washback effects of exams on academically unsuccessful students, which is reinforced by being labeled as poor in and after every exam.

To solve this situation, researcher started to look for an assessment type which will minimize these washback effects. At first, he administered exams to ones who want to have an exam. The others weren't obliged to have an exam. Anyhow every student was getting 45 % in any case which means he can pass the school. As an unwritten rule, no student was repeating the year in primary schools. If every student is to get at least over the 45 % at the end of the term, there is no need for a student to take exams at which he will get less than 45 %.

But giving over 45 % to students without exam papers had legal problems. First of all making an exam was obligatory. You can't give marks without making at least two exams in a term. Also, there was nothing that student produced or tried to produce along the term. It may look like that teacher ignores these students.

That's why; the researcher paid attention to portfolio and self assessment which are basically foundations of this study. At first, paper dossiers as portfolio assessment and "can do" statements as self assessment were used. The ones who accomplished portfolio tasks and the ones who said "I can do this" were taken to exams. It was good but also had economical and practical problems. So many

photocopy paper usage was the first problem, and to create a different exam paper for each student according to their "can do" statements – because each student was circling different combinations of "can do" statements – was really time consuming and causing some problems in the time of exam. At that point, the idea of using technology comes to the fore.

From June to August (2007) plans of a web site were finished. From September to the end of the research (May-2008) the web site was developed and adopted according to need which was the most tiring process of the research.

The web site (www.karderen.com) mainly functions;

(1) as a web-folio (students upload and share their tasks that can be text, picture, audio or video), (See Appendix O),
(2) as a planner and self assessment guide (students can see whole term's targets, and they check the ones which they can do), (See Appendix P)
(3) as a test producer for each different student related to their "I can do" statements, as (See Appendix Q),
(4) as a communicational media. Because students log in with their own usernames and passwords, they can see and comment each other's tasks, they can message to each other and teacher(See Appendix R),
(5) and as a web surface where they can find flash games related to their can-do's and hyperlinks taking them to ELP or other useful Web sites (See Appendix S).

3.4.2. Writing "can do" statements and designing tasks

As a course book, "Time for English" was used. The classes were on the 7th unit which is related to simple present tense with the functions of "expressing likes dislikes" at the beginning of the term which is also starting point of the research. During the research 7th 8th 9th and 10th units, including grammatically affirmative, negative and question forms of simple present tense with the verbs "like, love, dislike

and hate" and the vocabulary related to "foods, animals, daily/pleasure activities were studied".

According to grammatical topic, including vocabulary and four communicational skills, twelve "can do statements" were designed (See Appendix M). These are;

1. I can write sentences about foods I like or dislike.
2. I can write a few sentences connecting with "and, but, or".
3. I can write 10 foods that I like or dislike.
4. I can ask and answer the questions about what I like or I dislike.
5. I can write sentences about activities that I like or dislike.
6. I can write 10 activity names that I do every day.
7. I can ask and answer about what I like and dislike doing.
8. I can write 10 animal names.
9. I can read, paying attention to pronunciation rules, and understand a story in my levels.
10. I can write sentences about activities, likes and dislikes of animals.
11. I can write sentences about features, likes and dislikes of somebody else
12. I can ask and answer questions about likes and dislikes of somebody else.

Next, 7 tasks are designed together with students according to these targets. However they were free to show their "can do's" with different tasks. But they didn't try different than what they have decided in classroom.

The first task is **"Drawing a table full of foods"**. At this task, students draw two tables. The first table includes the foods they like, and the second table includes the foods they don't like. And they write sentences describing this situation. Being able to complete this task shows student's competency about 1st, 2nd and 3rd can do statements which mean a student can write the names of foods and sentences about his likes and dislikes. (See Appendix A)

The second task is **"Recording a video while shopping at canteen with a friend".** At this task, students record a video while they are talking about deciding what to buy at canteen. Being able to complete this task shows student's competency about 4th can do statement which means students can orally ask and answer questions related to his likes and dislikes about foods. (See Appendix B)

The third task is **"Drawing favourite activities".** At this task, students in groups draw activities that they like or dislike and write sentences according to these drawings. Being able to complete this task shows student's competency about 5th and 6th can do statements which mean students can name everyday and pleasure activities and write sentences about his likes and dislikes. (See Appendix C)

The forth task is **"Recording a video while talking with a bored friend".** At this task, students record a video while they are talking to one of their bored friend about what to play. Being able to complete this task shows students competency about 7th can do statement which mean student can orally ask and answer questions about doing something. (See Appendix D)

The fifth task is **"Drawing animals and their favourite foods"**. At this task, students draw animals and foods, then write sentences about which animal likes which food. Being able to complete this task shows students competency about 8th and 10th can do statements which mean student can name animals and their favourite foods and write sentences expressing likes-dislikes. (See Appendix E)

The sixth task is **"Reading and translating a story loudly".** At this task, students read a story loudly and translate it simultaneously. Being able to complete this task shows students competency about 9th can do statement which means student can read, pronounce well and understand a story.

The seventh task is **"Preparing a poster".** At this task, students draw or copy-paste one of his favourite cartoon-movie character and write sentences about what it is like, what he can do, what it likes doing, what's its features. Being able to

complete this task shows students competency about writing or 11th can do statement which means student can write sentences about third person singular's features, abilities, likes and dislikes. (See Appendix F)

The eighth task is **"Recording a video while talking about what to buy for one's special day".** Being able to complete this task shows students competency about 12th can do statement which mean student can orally ask and answer questions about what somebody else likes or dislikes. At this task, students record a video while they are talking about what kind of present to buy for his friend, teacher, father or mother. (See Appendix G)

3.4.3 Courses, Tests and Assessment

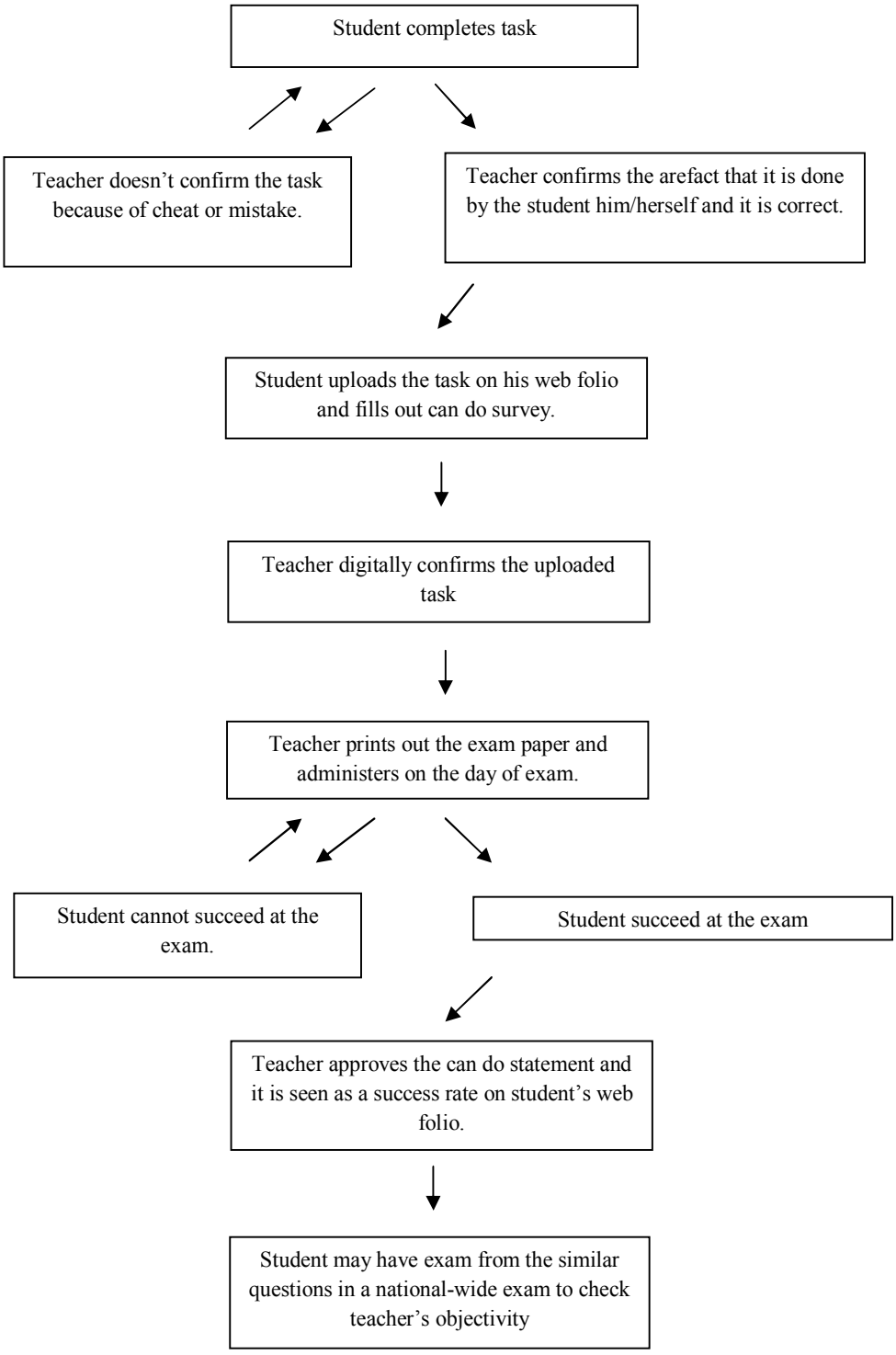
In lessons, studies have been done related to these tasks in both experimental and control groups. Moya and O'Malley (1994) state that an effective portfolio procedure will include assessment of authentic classroom-based language tasks; these tasks which focus on authentic language, proficiency across sociolinguistic contexts and naturally occurring language tasks acknowledge the holistic and integrative nature of language development. Through these authentic activities learners are given greater opportunities to construct their own messages, which are advocated by the constructivist approach to learning. That's why half of the lessons spend on trying to complete tasks while the rest spend on completing book exercises, playing games etch. Both groups have to do these tasks. Students in experimental group uploaded these tasks on their web-folios. Tasks of students in control group were hold only paper-folios.

In experimental group, the ones who accomplished and uploaded their tasks and the ones who said "I can do this" were taken to exams after one week, only from the questions that they said "I can do". The reason for the exam is to control whether they really did the tasks by themselves and they did their duties on group tasks. However, if they can't succeed at first exam, they have unlimited chance to take the test. Every Tuesday night, Website's logical system was preparing the tests checking

whether students uploaded any task and said “I can do”. And there was a chance to have an exam every Wednesday at 3 o’clock. (See Appendix H)

Finally the ones who accomplished and uploaded their tasks, who said “I can do” and who took the exam and succeeded were given mark by the system. The ratio between the total aims and the aims which were achieved by a student was given as a success rate.

Figure 7. E-portfolio based Assessment Process



In control group, the same topics were studied and the same tasks were done. But they kept their tasks in paper folios and they took 2 obligatory, one-time, paper and pencil test. Questions were the same with experimental group, but they had to deal with all questions like in a traditional exam. They didn't have another chance to try and they didn't have a chance to say "I don't want to take this exam."

To sum up, in experimental group only the ones, who wanted, took the exam, and only from the questions that they had wanted, but in control group they all had to take exam. And in experimental group students had a chance to take an exam any time and many times, but in control group students had only one chance to show up their capacities.

3.5. Data Collection Procedure

Data for this research is collected through a questionnaire, Educational Environment Measure, Students' Exit Slips, Exam Evaluation Forms, and Unit Self Assessment Forms,

3.5.1. Educational Environment Measure

Our data were mainly collected through an Educational Environment Questionnaire which is measuring the students' perception of learning, teacher and exam. The questionnaire was derived from Dundee Ready Education Environment Measure (DREEM). DREEM is a questionnaire that consists of fifty Likert scale type items which investigated students' perception of educational environment. DREEM was developed at the University of Dundee's Center for Medical Education by Mc Aleer et al. in 1997. Since then it has been successfully used in perceived educational environment research in medical contexts and proved to be useful at both resident and program level; generalizability and dependability coefficients were calculated as 0.95 and 0.67 , and Cronbach's alpha was measured to be 0.93 (de Oliveira Filho et al., 2005).

The questionnaire was organized in five subscales (7 or 12 items for each) assessing five areas of students' perceptions of educational environment, students' perceptions of learning, teacher, classroom atmosphere, social self-concept academic self-concept.

However, the English course was only 3 hours in 30 hours of weekly program for the participants. So it can be said that it has 10 % importance and effect on their educational environment perceptions. So we have to limit the perception notion to only English course. Perception of language learning and perception of language teacher was fitting with DREEM test's related questions but perception of classroom

atmosphere, academic self concept and social self concept notions may not be controlled and mainly affected within the only 3 hours English lesson.

Our study has also one main effect; students perception of exam, which is an important part of perception of educational environment. But DREEM test doesn't include questions related to exam perception. So the questions for the exam perception are derived from the tests related to "perception of exam" and from "the measurement of test anxiety" which is regularly used in Turkish educational system.

The pilot study to define reliability of the questionnaire was conducted at 19-4th class, 15-5th class, 18-6th class Yenice Primary School and 30-4th class 37-6th class Yerkesik Primary School, totally 121 (n=121)students. Reliability of Educational Environment Measure was computed by SPSS 14. It was computed as 0,839.

After all, a questionnaire related with students perception of language learning, language exams and language teacher was conducted. The questionnaire consists of 27 questions with the answers "I agree, undecided, I disagree". Q1, Q4, Q7, Q10, Q13, Q16, Q19, Q22, Q25 aimed to investigate students perception of language learning, Q2, Q5, Q8, Q11, Q14, Q17, Q20, Q23, Q26 aimed to find out students' perceptions of teacher, Q3, Q6, Q9, Q12, Q15, Q18, Q21, Q24, Q27 aimed to find out students' perceptions of exam. Minimum point is 9 and maximum point is 27 for each part. Minimum point is 27 and maximum point is 81 for the total questionnaire. (See Appendix I)

The questionnaires of the pre-and-post tests were distributed to the participants by the researcher. Sufficient time was given and collected back after each participant has completed. Before the pre-test questionnaires were administered the participants were told to reflect on their English learning experience since the beginning of the school year whereas while completing post-test questionnaires they were told to only comment on their recent second term experience. The reason for collecting them on the same day was to get a more accurate picture of students' perceptions of the educational environment in their natural setting.

The participants were not asked to write their names on the questionnaires; instead a number was given to each questionnaire sheet after given by the student. The reason for this is to assure the participants' privacy of their responses, and evidently get a clearer and a more accurate picture of their perceptions as much as possible.

3.5.2. Students' Exit Slips

All participants were asked to reflect on their perceptions about exam and language learning and write their feelings and opinions at the beginning and at the end of the application. These responses were analyzed in relation to research questions by the researcher (See Appendix J).

3.5.3. Exam Evaluation Form

In order to witness the feelings and thought of students after exam, an evaluation form is filled out after each exam. The form consists of 6 questions which are "how the exam was, what you expect to get, how you feel now, what kind of effects the exam has on you, what the good sides of this exam are and what the bad sides of this exam are? This form is filled out not only by the participant of study but also by the elder classes. (See Appendix K)

3.5.4. Unit Self Assessment Form

There are 4 units in the research program. After each unit, students filled out self assessment forms. (See Appendix L) It was hoped to see some differences between experimental groups' self assessments and control groups' self assessments in time.

3.6. Data analysis

The data collected through pre-and-post test questionnaires were analyzed using Statistical Packages for Social Sciences (SPSS 14). Independent t sample test was used to compare the mean of both groups and determine whether there was a significant difference between students' perceptions of educational environment at the end of the procedure.

The students' exit slips completed at the beginning and at the end of the research by the participants were analyzed by categorization; the researcher grouped the common expressions according to their relevance to the following research questions.

Students feelings obtained from Exam Evaluation Forms are categorized under three headings; Positive Feelings, Negative Feelings, Neutral Feelings. Ratio between categories is compared

Questions related to the perception of learning, teacher and exam in Unit Self Assessment Forms were analyzed according to whether there are positive or negative expressions about teacher, exam and language learning or not. And related answers were evaluated.

CHAPTER 4
RESULTS AND DISCUSSION

4.1. Introduction

The purpose of this study was to find out students' perceptions of educational environment in an EFL classroom where e-portfolio based assessment implemented. 48 students, studying English as a foreign language at 5th grade in a public primary school, participated in the study and completed pre-test and post-tests, and wrote their feelings and opinions onto the exit slips at the beginning and end of the research, expressed their thoughts and feelings about exams after every exam and about units after every unit in the 12 weeks experience, 14th February 2008 - 2nd May 2008.

In this chapter, data and the results based on the data collected from pre-test and post-tests , exit slips, exam evaluation forms, and unit self assessment forms will be presented and discussed under the headings of students' perceptions of learning, students' perceptions of teacher, students' perceptions of exam.

4.2. Data Analysis

4.2.1. Students' perception of learning

Students' test statistics was used to find out a significant difference between students' perceptions of learning in experimental group and control group in pre and post-tests.

Table 1. Pre-test results indicating mean, standard deviation and t values of the students' perception of learning.

Groups	N	Mean	Std. Deviation	t	Significance
Experiment	24	22.58	1.76	0.373	0.711
Control	24	22.79	2.08		

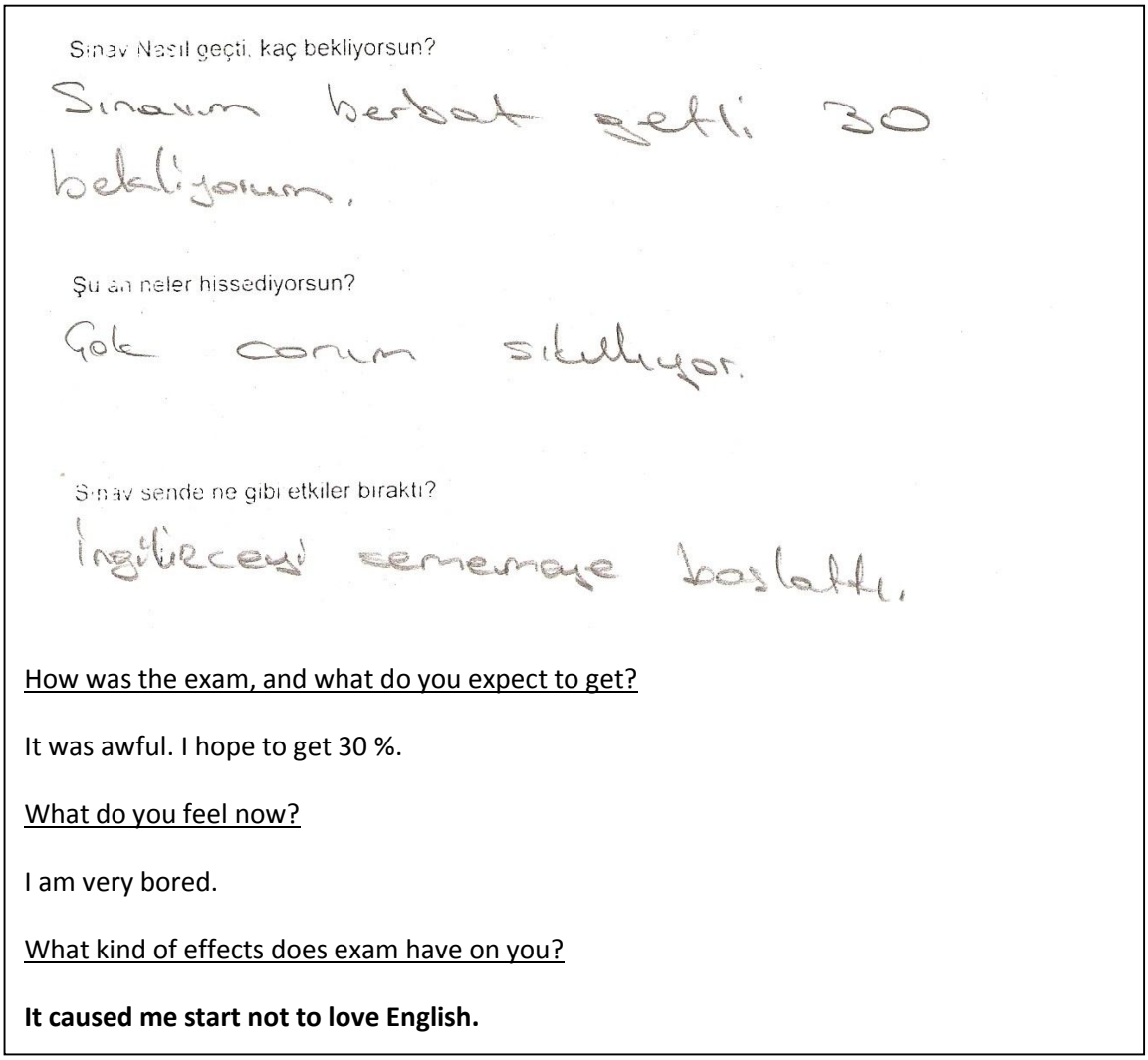
According to pre-test results, the mean value for experimental group was 22.58 and the mean value for control group was 22.79. T-analysis was computed as 0.373 which means that there was not a significant difference between the mean values of experimental group and control group. ($t = 0.373$, $P > 0.711$).

Table 2. Post-test results indicating mean, standard deviation and t values of the students' perception of learning.

Groups	N	Mean	Std. Deviation	t	Significance
Experiment	24	23.33	2.72	-0.676	0.503
Control	24	22.87	1.89		

As the table indicates, the mean value of experimental group was 23.33 while the mean value of control group was 22.87. There was not a significant difference between the means of experimental group and control group in terms of their perceptions of learning ($t = -0.676$, $P > 0.180$).

However, although there is no sign of negative perception, belief or attitude towards learning English in experimental group in Students' Exit Slips and Exam Evaluation Forms, it is seen a few negative expression in control group. Such as a student says in his Exam Evaluation Form;


Sınav Nasıl geçti, kaç bekliyorsun?

Sınavım berbat geçti. 30 bekliyorum.

Şu an neler hissediyorsun?

Çok canım sıkkılıyor.

Sınav sende ne gibi etkiler bıraktı?

İngilizceyi sevmeye başlattı.

How was the exam, and what do you expect to get?

It was awful. I hope to get 30 %.

What do you feel now?

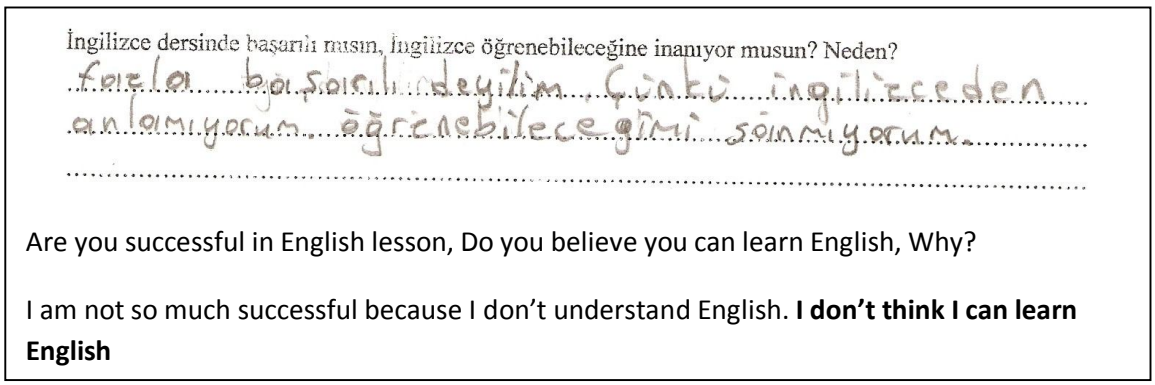
I am very bored.

What kind of effects does exam have on you?

It caused me start not to love English.

Student clearly states that after a bad exam he started to dislike English.

Also one of the students in control group expresses his negative belief about learning English by saying;


İngilizce dersinde başarılı musın, İngilizce öğrenebileceğine inanıyor musun? Neden?

Fazla başarılı değilim. Çünkü İngilizceden anlamıyorum. öğrenebileceğimi sanmıyorum.

Are you successful in English lesson, Do you believe you can learn English, Why?

I am not so much successful because I don't understand English. **I don't think I can learn English**

4.2.2. Students' perception of teacher

Through t-test statistics the mean scores of pre-test and post-test results of experimental and control group were compared.

Table 3. Pre-test results indicating mean, standard deviation and t values of the students' perception of teacher.

Groups	N	Mean	Std. Deviation	t	Significance
Experimental	24	24.58	1.83	0.322	0.749
Control	24	24.75	1.75		

In the pre-test, the mean score of experimental group was found to be 24.58 while the mean score of control group was 24.75; this result indicates that there wasn't a significant difference between the way students in both groups perceive the teacher ($t = 0.322$, $P > 0.749$).

Table 4. Post-test results indicating mean, standard deviation and t values of the students' perception of teacher.

Groups	N	Mean	Std. Deviation	t	Significance
Experimental	24	24.79	1.76	0.085	0.932
Control	24	24.83	1.60		

As the table indicates, the mean value of experimental group was 24.79 while the mean value of control group was 24.83. There was not a significant difference between the means of experimental group and control group in terms of their perceptions of learning ($t = 0.085$, $P > 0.932$).

4.2.3. Students' perception of exam

Through t-test statistics the mean values of pre-test and post-test results of experimental and control group were computed and compared to detect any significant difference in terms of Students' perceptions of exam.

Table 5. Pre-test results indicating mean, standard deviation and t values of the students' perception of exam.

Groups	N	Mean	Std. Deviation	t	Significance
Experimental	24	19.62	4.47	-0.063	0.950
Control	24	19.54	4.64		

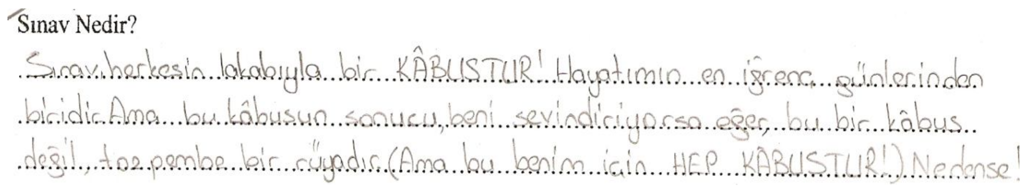
In the pre-test, the mean score of experimental group was found to be 19.62 while the mean score of control group was 19.54; this result indicates that there wasn't a significant difference between the way students in both groups perceive the exams ($t = -0.063$, $P > 0.950$).

Table 6. Post-test results indicating mean, standard deviation and t values of the students' perception of exam.

Groups	N	Mean	Std. Deviation	t	Significance
Experimental	24	22.25	4.15	-2.197	0.033
Control	24	19.50	4.51		

The mean value for control group was computed as 19.50 in post-test and it was 19.54 in pre test which are very similar. However, according to the Table 6 the mean value for experimental group in post-test was 22.25 while it was 19.62 according to pre-test results as indicated in Table 5. The comparison of the mean values of experimental group and control group indicate a significant change in students' perception of exam. ($t = 2.197$, $P < 0.033$).

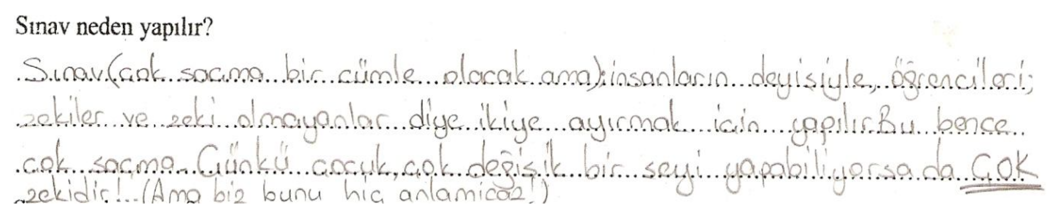
Similar to significant change in pre test, post test results of experimental and control groups, it can be seen in students exit slips that they started to misperceive what the exam is and for.


Sınav Nedir?

Sınav herkesin lakabıyla bir KÂBUSTUR! Hayatımın en iğrenç günlerinden biridir. Ama bu kâbusun sonucu, beni sevindiriyorsa eğer, bu bir kâbus değil, toz pembe bir rüyadır. (Ama bu benim için HEP KÂBUSTUR!) Nedense!

What is an exam?

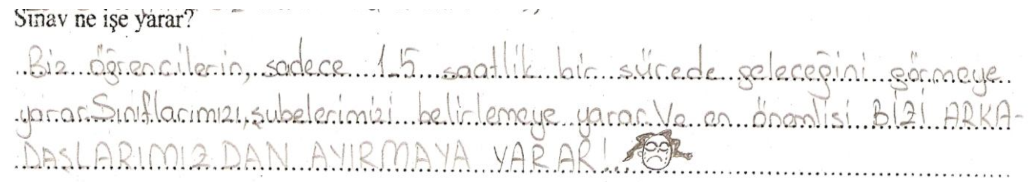
Exam is –as everbody calls-a nightmare. It is one of my worst days. But if the end of it is good, it isn’t a nighmare, it it is a sweet dream. However, it is **ALWAYS A NIGHTMARE** for me.


Sınav neden yapılır?

Sınav (çok saçma bir cümle olacak ama) insanların deyişiyle, öğrencileri; zekiler ve zeki olmayanlar diye ikiye ayırmak için yapılır. Bu bence çok saçma. Çünkü çocuk, çok değişik bir şeyi yapabiliyorsa da ÇOK zekidir!.. (Ama biz bunu hiç anlamıcaz!)

Why is an exam admiistered?

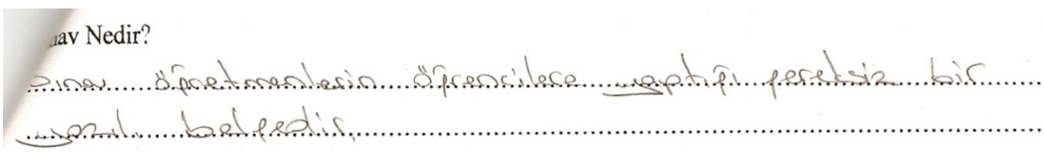
Exam (Althought it may seem a foolish sentence) is administered to **devide students smarts and not’s**. I think it is very foolish for me. Because if a child can do a very different thing, He is also smart. (but we will never be able understand this)


Sınav ne işe yarar?

Biz öğrencilerin, sadece 1.5 saatlik bir sürede geleceğini görmeye yarar. Sınıflarımızı, şubelerimizi belirlemeye yarar. Ve en önemlisi BİZİ ARKADAŞLARIMIZDAN AYIRMAYA YARAR!

What is an exam for?

It is a tool to see students’ future only in 1.5 hour time. It is a tool to determine our classes and branches. And most importantly, **IT IS A TOOL TO SEPERATE US FROM OUR FRIENDS.**

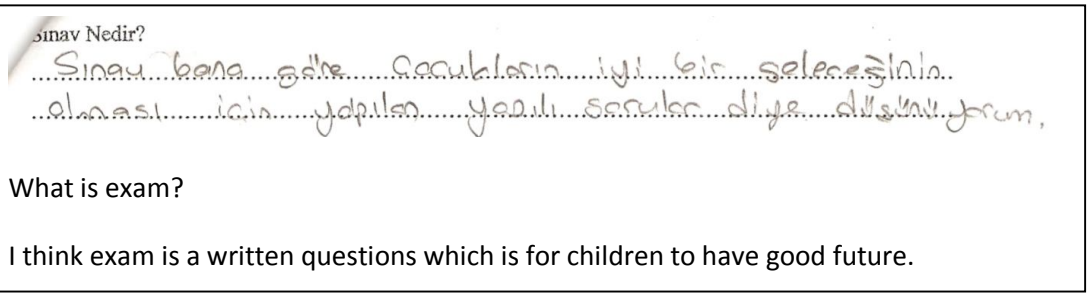

...av Nedir?

Sınav öğretmenlerin öğrencilere yaptığı faydasız bir yazılı belgedir.

What is an exam?

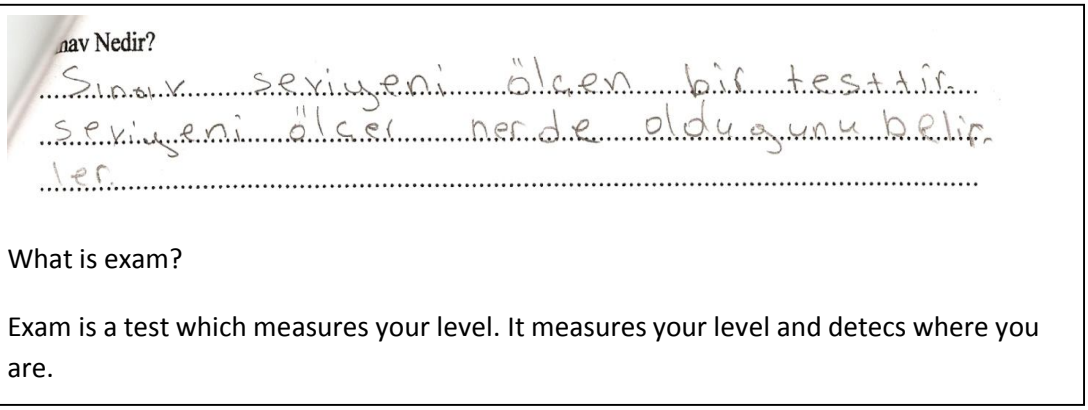
It is a **useless written document** which is applied by teachers to students.

However, besides these a few misperceptions, It is seen many true or positive perceptions about exams, too.



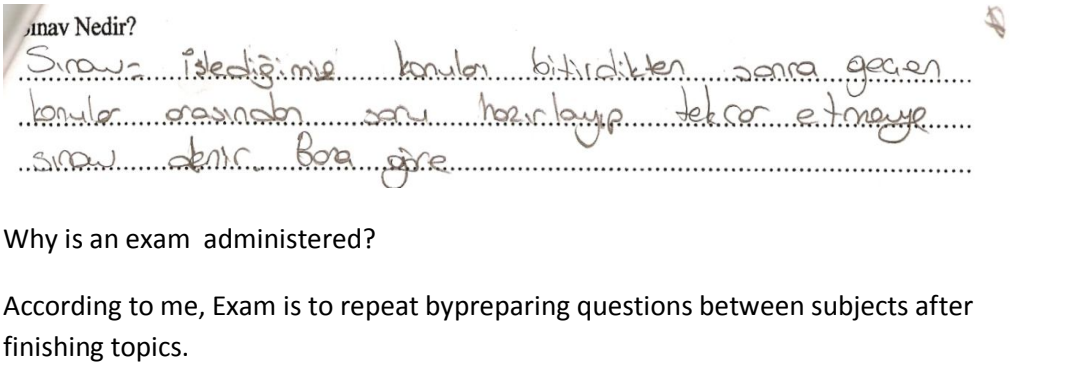
What is exam?

I think exam is a written questions which is for children to have good future.



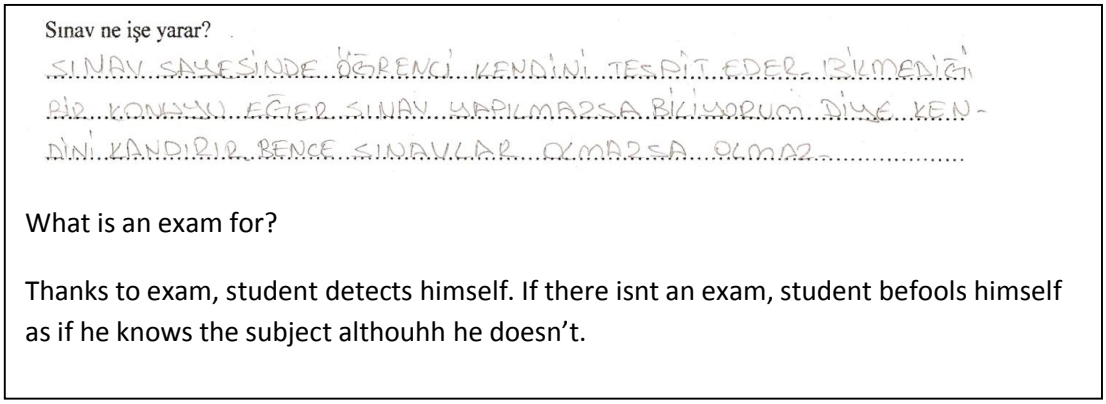
What is exam?

Exam is a test which measures your level. It measures your level and detecs where you are.



Why is an exam administered?

According to me, Exam is to repeat bypreparing questions between subjects after finishing topics.



What is an exam for?

Thanks to exam, student detects himself. If there isnt an exam, student befools himself as if he knows the subject althouhh he doesn't.

Besides, questionnaire and exit slips, after every exam, students were asked to answer how they feel. And feeling expressions from answers categorized.

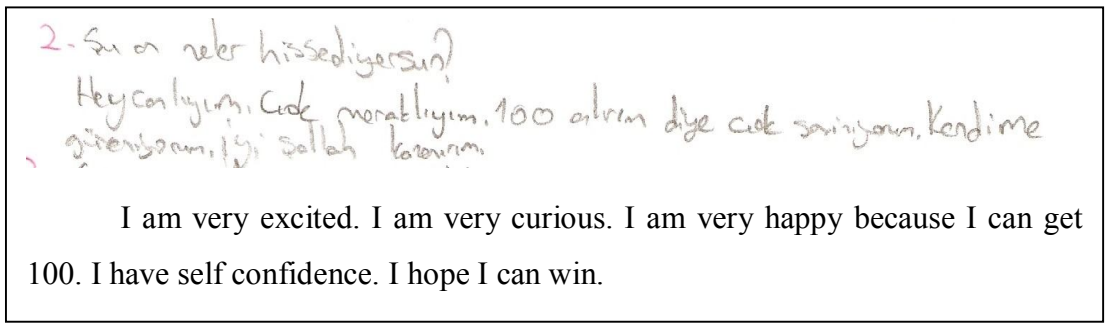
Table 7. Distribution of feelings after exams -Indicating number and percentage

Control Group	**64**	**%**		**Experimental Group**	**66**	**%**
Positive Feelings	8	13		Positive Feelings	22	33
Good	3			Good	3	
				Very good	4	
Happy	5			Happy	6	
				Delight	4	
				Self confidence	5	
Negative Feelings	20	31		Negative Feelings	3	5
Afraid	8			Afraid	1	
Bad	10					
Sorry	1					
Stress	1			Stress	2	
Neutral Feelings	36	56		Neutral Feelings	41	62
Excited	20			Excited	16	
Nothing	7			Nothing	15	
Curiosity	8			Curiosity	10	
Tired	1					

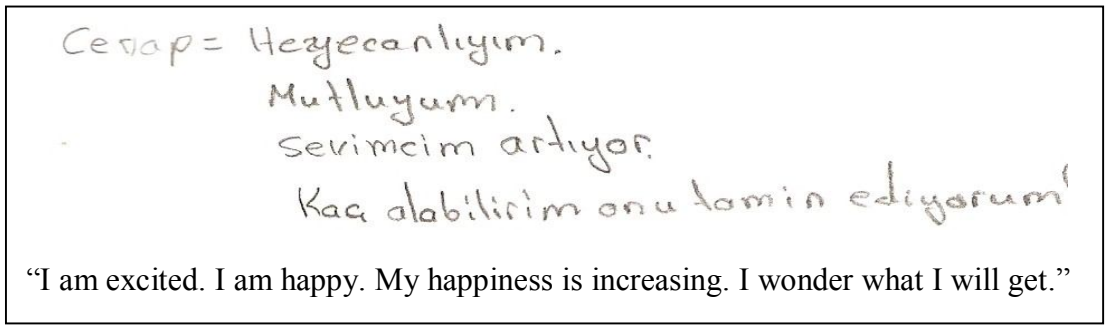
The percentage of positive feelings expressed after exams is 13 % for control group, but it is 33 % for experimental group. It can be said that students in experimental group has more positive feelings after exams.

The percentage of negative feelings after exams is 31 % for control group, but it is only 5 % for experimental group. It can be said that students in experimental group has less negative feelings after exams.

Here are the some positive feelings samples after an exam expressed by both experimental and control group students

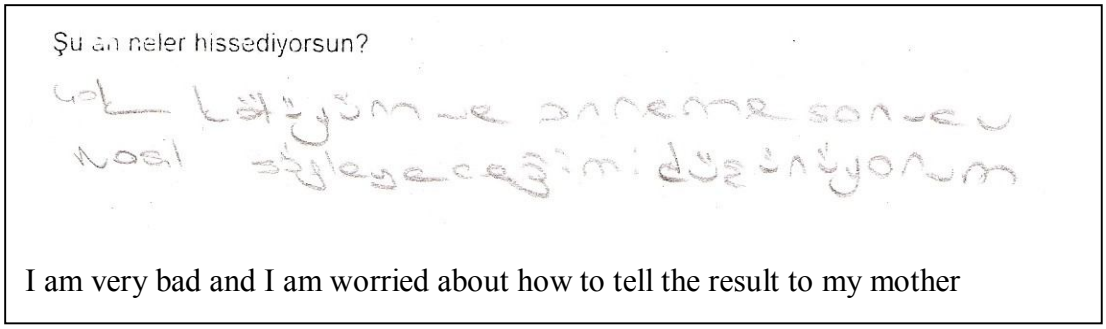


I am very excited. I am very curious. I am very happy because I can get 100. I have self confidence. I hope I can win.

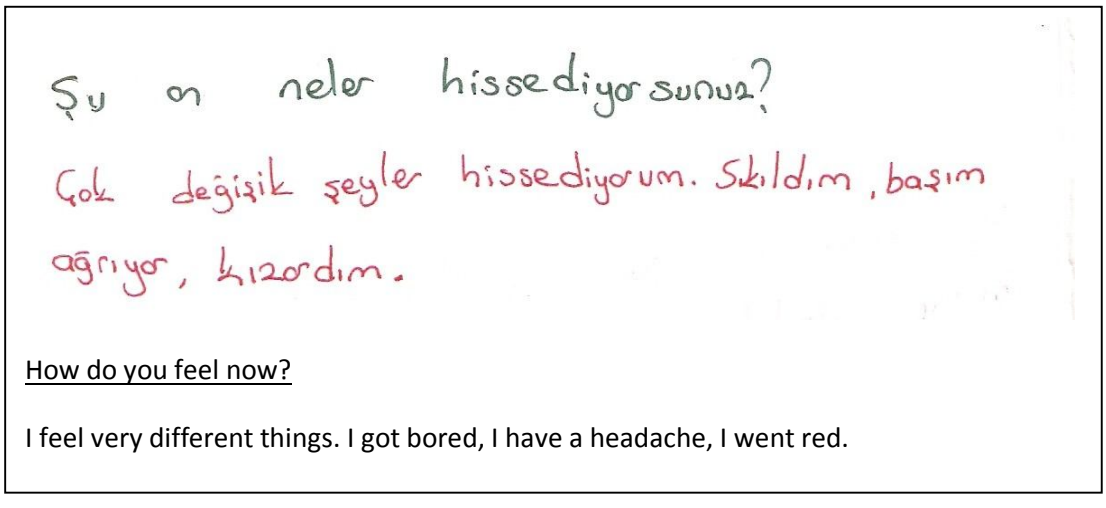


"I am excited. I am happy. My happiness is increasing. I wonder what I will get."

Here are the some negative feelings samples after an exam expressed by control group students

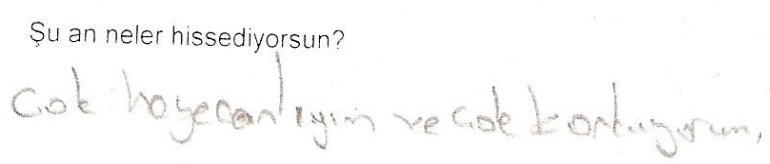


I am very bad and I am worried about how to tell the result to my mother

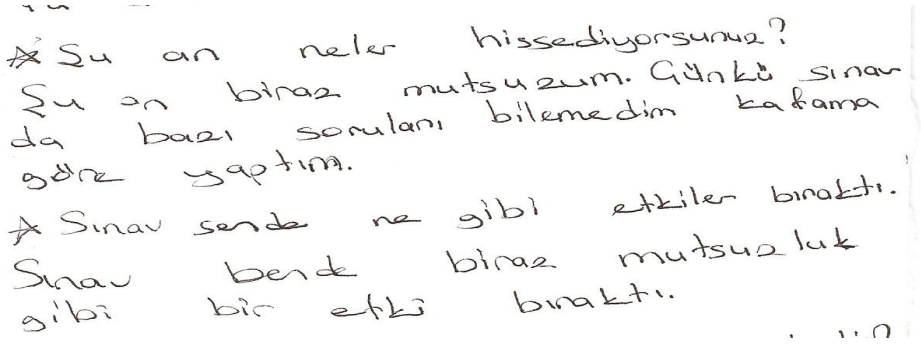


How do you feel now?

I feel very different things. I got bored, I have a headache, I went red.



I am very excited and I am very scared.



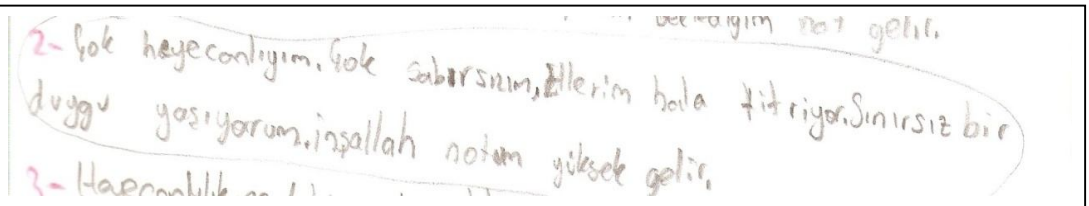
What do you feel now?

I am very sorry now. Because I couldnt answer some questions. I invented them

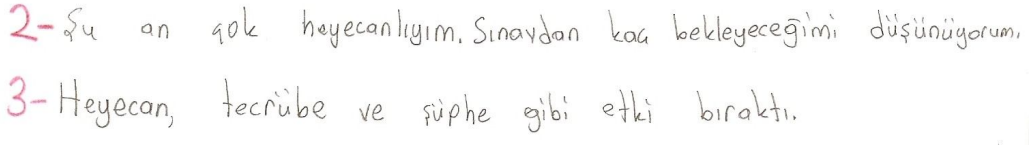
What kind of effects do exam have on you?

It caused me to feel some kind of unhappiness.

Here are the some neutral feeling samples after an exam expressed by both experimental and control group students



"I am very excited. I am very impatient. My hands are still shaking. I feel endless emotions. I hope I get a high mark. "



2-I am very excited now. I am thinking what to get from exam.

3-It caused me to feel excitement, experience, suspicion.

3.5.4.Students' perception of educational environment

Table 8. Pre-test results indicating total mean, standard deviation and t values of the students' perceptions of educational environment.

Groups	N	Mean	Std. Deviation	t	Significance
Experimental	24	66.79	7.31	0.133	0.895
Control	24	67.08	7.87		

The total results of pre-test show that the total mean of experimental group is 66.79 while the total mean of control group is 67.08 which means that there is not a significant difference in students' perception of overall educational environment ($t = 0.133$, $P > 0.895$).

Table 9. Post-test results indicating total mean, standard deviation and t values of the students' perceptions of educational environment.

Groups	N	Mean	Std. Deviation	t	Significance
Experimental	24	70.37	8.18	-1.435	0.158
Control	24	67.20	7.06		

According to Table 9, the total mean of experimental group is 70.37 while the total mean of control group is 67.20 in post-test which means there is not a significant difference in students' perceptions of overall educational environment in experimental and control groups ($t = 1.435$, $P > 0.158$).

4.3. Results And Discussion

The first research question was “Does e-portfolio based assessment have any effect on students’ perceptions of language learning?” According to pre- test results, there was not a significant difference in students’ perceptions of learning between experimental group and control group. According to test, the highest score of students’ perception of learning is 27. The mean of experimental and control group in pre-test, which are 22.58 and 22.79, indicate that all participants already perceived learning English among the highest scale of test. Similar to the results of pre-test, the post-test results show that there is not a significant difference between the students’ perceptions of learning English.

Similar to the test result, there wasn’t much difference in students’ pre-exit slips and post-exit slips both in experimental and control groups. However, it was seen a few signs of negative perception, belief or attitude towards learning English in control group’s exam evaluation forms and exit slips. It cannot be said whether these are evidence of the beginning of misperceptions or not but it is meaningful to be observed that a student expressed his futility and negative attitude towards learning English.

The second research question was “Does e-portfolio based assessment have any effect on students’ perceptions of teacher?” The result of pre- test indicates that there was not a significant difference between the students’ perceptions of teacher in experimental group and control groups.

It is clear that, they commonly reported to have a positive relationship with their teacher and this fact may have interfered with the way they perceive the teacher during the teaching process. This situation may account for the similar results of pre-test and post-tests of experimental and control group. In both groups, the students rated the teacher among the highest scale. The highest score in test is 27.

As seen on the Table 4, the mean of experimental group is 24.79 and the mean for control group is 24.83. Therefore, we may conclude that students have already strongly perceived in the pre-test and post test in a positive way.

The third research question was “Does e-portfolio based assessment have any effect on students’ perceptions of exams?” The pre-test results show that there is not a significant difference between students’ perceptions of exams in experimental and control group. But the post-test results point to a significant change between experimental and control group in terms of perception of exam. The mean value for experimental group in post-test was 22.25 while it was 19.62 according to pre-test results as indicated in Table 5 and Table 6. In other words, students in experimental group, who had exam only if they completed the tasks and only if they wanted, perceived exams more positive after 12 weeks of e-portfolio experience comparing to students in control group, who were assessed through 2 obligatory exams.

Similar to the test results, it was seen that students in experimental group weren’t exposed to negative washback effects of the exam. The percentage of negative feelings after exams is 31 % for control group, but it is only 5 % for experimental group. In other words, after nearly 50 exams, students expressed themselves as stressful and afraid only three times in experimental group but in control group, students expressed themselves as bad, afraid, sorry, stressful.

The percentage of positive feelings expressed after exams was 13 % for control group, but it was 33 % for experimental group. It can be said that students in experimental group has more positive feelings after exams.

The final question was “Does e-portfolio based assessment have any effect on students’ perceptions of educational environment?” According to pre-test results, there was not a significant difference in students’ perceptions of educational environment between experimental group and control group. According to test, medium score of the students perception of educational environment is 54 and the

highest score of students' perception of educational environment is 81. The mean of experimental and control group in pre-test indicate that all participants already perceived educational environment close to the highest scale of test. Similar to the results of pre-test and the post-test results show that there is not a significant difference between the students' perceptions of educational environment. But, an examination of Table 8 and 9 shows that the mean value of experimental group in post-test, 70.37, was higher than the mean value as computed in pre-test, 66.709, whereas the mean of control group did not increase as the control group did. Although this increase is not meaningful in terms of t statistics but still this may indicate that after 12 experience of e-portfolio based hybrid assessment techniques, students in the experimental group may come to perceive the educational environment slightly different than the control group did.

At the end of the research, it is seen that there isn't a significant change in students' perception of educational environment where e-portfolio based hybrid assessment applied. The reason for similar post test results of students in experimental and control groups may stem from three reasons; the first reason may be the way students perceive the teacher and the relationship between the teacher and the students may have a dominating effect on students' perceptions of educational environment. The second reason may be the limited time and limited exams. The opposite of the e-portfolio based assessment was only two obligatory exams. Change of perceptions may need more time and more exams. The third reason may be the participants being young learners. Students start to have exams at 4^{th} class and our experimental and control groups were 5^{th} class. That's why they may not be feeling the destructive washbacks of the traditional paper pen exams.

To check these ideas, this test was applied to the 6^{th} ,the 7^{th} , the 8^{th} classes at the same school, Yerkesik Primary school, and also Yerkesik IMKB Comprehensive High School 1^{st} class students. The medium for perception of exams test result at the 6^{th} class are 19.16, at the 7^{th} class 18.54, at the 8^{th} class 16.25, at High school-1 class 15.58. It can be concluded from the mediums that the more years students study at schools, the worse perception they get about exams

On the basis of this research it can be claimed that e-portfolio based hybrid assessment, in which among the students only those who has completed the tasks and wish take part in exam, only from the subjects they are willing to and they have many chances to take an exam any time as well lessens negative affective washback effects. As can be seen on Table 7 only 5 % of the expressed feelings was negative including afraid and stress in experimental group, however it was 31 % in control group, including stress badness, unhappiness and sadness. On the contrary, this type of assessment reinforces learning by making students feel happy, good, delighted and self confident. Because 33 % of the states, expressed by the experimental group after exams, were positive and constructive feelings, however it was 13 % in control group.

Rea-Dickins' research leads her to the conclusion that teachers often feel compelled to choose "between their role as facilitator and monitor of language development and that of assessor and judge of language performance as achievement" (Rea-Dickins, 2004, p. 253). Similarly to this expressed idea, I find myself in a situation between motivator, facilitator and assessor. Such as some tasks done by a student is sufficient enough or beyond for his capacity, at least I am sure that he tried a lot to do it, but not good enough to be accepted as completed task.

Changes in perception may need more time. But in this study we tried to measure the change in nearly 14 academically less-able students' perceptions, in only 12 weeks, 36-hours lesson by applying 2 obligatory exams and an e-portfolio based hybrid assessment. It was a really difficult process to detect and prove by scientific methods if there is a change in this limited time and limited students' perception. What we observed here was small wriggles. So if this kind of hybrid assessment can be applied at least one year and to more students, academically less-able, the results may be more clear and reliable.

An important point to be considered is that to be able to apply this kind of assessment needs some technology. Internet connected computer labs to access Web-

folios, video recorder cameras to record spoken interactive tasks are needed. Lack of these equipments will cause to fail applying this assessment technique. However Educational Ministry tries to equip all school with technology labs. According to Educational Ministry's state, 95 % of the primary schools and 100 % of the high schools have technology labs. (meb.gov.tr)

Another important pitfall of this kind of assessment is its being too much time consuming. Having to deal with all students' artifacts individually and recording video tasks need a lot time. So if a teacher has too many lessons to give a lecture, it is impossible to take care of all those artifacts. However, it can be said that teacher's workload will lessen with this assessment type in terms of exam preparation and marking the exam papers which are really time-taking duties for teachers. The most tiring part of the study was defining can do's, defining tasks, designing exam papers, and preparing the website. But after preparing these background necessities, twelve weeks application process was easier.

This e-portfolio based assessment model may go hand in hand with e-school system which is applied by the ministry of education since 2005. At e-school system, teachers input students exam marks, in-class behavior marks and performance task marks to web system.

Observing the assessment process it can be stated that e-portfolio based hybrid assessment clears away the excuses (such as; "teacher asked difficult questions, exam was too hard") which students use as when they get bad marks. Because, all the proving process that he is able to do depends on himself. This possibly increases learner autonomy.

One of the most important gaining of this kind of assessment is its giving right proportion -as it has in the curricula- to listening and speaking abilities in exams. The main goal of the innovated curriculum in Turkey Primary School English education –and it is parallel with the up to date language teaching philosophy- is to promote a communicative syllabus in teaching and learning. Besides, three of the

five ability areas in targeted ELP are listening, spoken interaction and spoken production. However classroom paper and pen exams consist of mainly reading and writing exercises. And due to their format and excluding oral and aural test, how students' communicative competence can be assessed is questionable.

The following citation, stated by Wall and Alderson (1996), implies how teachers tend to exam and how examinations impact on teachers' lesson contents. “A number of teachers, however, consistently skip over the listening lessons in their textbooks, because they know that listening will not be tested in the exams. Other teachers may 'do listening', but in a way that does not resemble the textbook designers' intentions. One teacher, for example, admitted that he only covers the listening lessons if the type of question that students have to answer resembles an item type that might appear in the examination for reading” (pp. 216-217).

The situation is worse for speaking and spoken interaction. They are usually shifted by the grammatical, vocabulary reading and writing instructions, because, they have no or a very little proportion in exams. However in this assessment method, 25 % of tasks and the questions related to these tasks include speaking, listening, spoken interaction and pronunciation.

Paulson et al. (1991) state that if carefully assembled, portfolios become an intersection of instruction and assessment in addition they are not just instruction or just assessment but, rather, both. Together, instruction and assessment give more than either gives separately. In the same way, at the time of research, developing e-portfolio process wasn’t just an instruction or assessment process. Different than the traditional assessments, I wasn’t there to watch whether they were cheating or not like a police or whether to see that they could manage to answer the questions like a judge and different than the traditional lessons, we had an aim to go and every step had a meaning to attain this aim. So I observed that students and I, instruction and assessment were hand in hand to reach targets. This educational environment was an inexperienced and completely different situation for me, and I suppose it is more humanistic and constructivist assessment process than the traditional ones.

CHAPTER 5
CONCLUSION

5.1. Introduction

In this chapter, a brief summary of the study has been provided, and then the implications and discussions are expressed. Finally, the suggestions for further research have been presented.

5.2. Summary of the study

This study investigated whether e-portfolio based alternative assessment gets better students' perceptions about educational environment while learning English as a foreign language.

Burnett (2002) indicates that students spend nearly 15.000 hours in the classroom environment during their primary and secondary schooling. Therefore, students' learning experience in a positive learning environment, their social and academic self perceptions during this period are very important. Dart et al. (2000) point out that students' approaches to learning and the quality of their learning outcomes are strongly influenced by students' perceptions of educational environment.

Students' relationships with their teachers and teacher feedback influence their perceptions of educational environment (Burnett, 2002). In his research, Burnett (2002) finds out that students who reports having positive relationships with their teachers perceives the classroom environment in a more positive way.

Harmer (2001) notes the importance of students' experiences in the classroom that students do develop as a result of classroom experiences of success or failure.

They will almost certainly change in some way as a result of their learning environment and the tasks they perform.

School tests used in schools have many washback effects. While the questions in the test may support some students' learning, they may create bad results for some others (Bailey, 1998). The items are generally inauthentic and therefore the students cannot transfer what they have learned outside the classroom. They have to be done individually and since they encourage the students to compete with each other, they cannot provide peer-learning or group works. Those assessment tools have a deficiency in providing feedback to the students as they do not have the chance of having their papers with them after the tests. In addition, the students have limited time to achieve in tests, and this makes them nervous and anxious which can affect their performance directly (Koyuncu, 2006).

Recently, these criticisms have let a swift expansion of concern in alternatives to traditional methods of assessment in language education. Portfolios as alternative methods of assessment have come to the fore as a possible solution to the problems mentioned above. Portfolios make the assessment of the multiple dimensions of language learning on a day-to-day basis and bring variety into classrooms, through which the student and teacher motivation is increased (Brown & Hudson, 1998; Smolen, Newman, Wathen & Lee, 1995). Moreover, Paulson et al. (1991) claim that they are like windows into individual minds, thereby revealing a lot about their creators. Also, they have the potential to permit students to demonstrate the multidimensional aspects of what they have learned (Anderson, 1998; Cole, Ryan, Kick, & Mathies, 2000; Paulson et al., 1991; Smolen et al., 1995). This supremacy of portfolios enables teachers to assess students' performance on diverse levels, such as application and interpretation, and in various skills or areas.

Considering importance of educational environment on students social, academic, individual development and negative effects of traditional paper-pen tests on students perceiving this educational environment, in this study we tried to find

whether we could find a better way to assess students by using e-portfolio based alternative assessment.

The data for this study were collected through questionnaires exit slips, exam evaluation forms, and unit evaluation forms responded by a two experimental and control group which are constructed with the participation of 24 students, in two classrooms totally 48 students, studying at 5th grade in a public primary school. The ages of the participants vary between 12 and 14. There are 12-girl and 12-boy, 24 in total, students in experimental group. There are 11-boy and 13-girl, 24 in total, students in control group.

In classes, the same studies were done related to tasks in both experimental and control groups. Both groups had to do these tasks. Tasks of students in control group were hold only paper-folios. But students in experimental group uploaded their tasks on their web-folios. (www.karderen.com)

The web site (www.karderen.com) mainly functions; (1) as a web-folio (students upload and share their tasks that can be text, picture, audio or video), (See Appendix O), (2) as a planner and self assessment guide (students can see whole term's targets, and they check the ones which they can do), (See Appendix P) (3) as a test producer for each different student related to their "I can do" statements, as (See Appendix Q), (4) as a communicational media. Because students log in with their own usernames and passwords, they can see and comment each other's tasks, they can message to each other and teacher(See Appendix R), (5) and as a web surface where they can find flash games related to their can-do's and hyperlinks taking them to ELP or other useful Web sites (See Appendix S).

At the end, in experimental group only the ones who wanted, took the exam, and only from the questions that they had wanted, but in control group they all had to take exam. And In experimental group students had a chance to take an exam any time and many times, but in control group students had only one chance to show up their capacities.

The data collected through pre-and-post test questionnaires were analyzed using Statistical Packages for Social Sciences (SPSS 14). Independent t sample test was used to compare the mean of both groups and determine whether there was a significant difference between students' perceptions of educational environment at the end of the procedure. The students' exit slips completed at the beginning and at the end of the research by the participants were analyzed by categorization; the researcher grouped the common expressions according to their relevance to the following research questions. Students feelings obtained from Exam Evaluation Forms are categorised under three headings; Positive Feelings, Negative Feelings, Neutral Feelings. Ratios between categories are compared. Questions related to the perception of learning, teacher and exam in Unit Self Assessment Forms were analysed and related answers were evaluated.

5.3. **Implications**

In the present study, we used the e-portfolio based hybrid assessment (www.karderen.com). The results obtained from the research showed us e-portfolio based assessment was in some ways very useful to lessen exams' negative washback effects and gets better students' perception of educational environment. That's why; a national wide e-portfolio system should be developed. In this study, the can do statements, the tasks and the e-portfolio is created by the researcher according to related units, classes and participants. At national wide e-portfolio system, whole can do statements, from primary school 4^{th} year to the end of the second language education, whole tasks according to these can does should be included. And an e-portfolio, covering all these can does and all these tasks, should be created.

Using techniques stemming from e-portfolio based assessment suggests teachers to develop new abilities in organizing teaching and assessment events. How we assess, surely, will change how we teach. In order to apply e-portfolio based assessment, teachers should first develop their e-portfolio techniques and task based

teaching methods; for instance, in service training can guide teachers on the issues of carrying out the process and lesson plans.

5.4. Suggestions for further research

By keeping the main idea of this study as a base which is "None of the student has to have an exam except the ones who want among the ones who prove that he can perform in English", This study can be varied in terms of number, age and level of participants, length and aim of study and -according to these variables – data collection techniques.

This study investigated the students' perceptions of educational environment in an EFL classroom where e-portfolio based alternative assessments are implemented. The participants of the study were 48 students studying at 5th grade. Further research can be done with participants studying at different levels of English or in different parts of Turkey in order to understand students' perceptions of educational environment.

In this study, students were assessed through e-portfolio based alternative techniques for three months; a further longitudinal study -such as for one academic year - can be conducted to collect data to highlight the connection of some variables such as success or motivation.

In this study data are mainly collected through pre and post educational environment measurements. And only the perception of exam, teacher and language learning was measured because of the little time of English language lesson and participants' being young learners. In different age groups and different learning levels the larger notion of educational environment can be investigated with different data collection methods.

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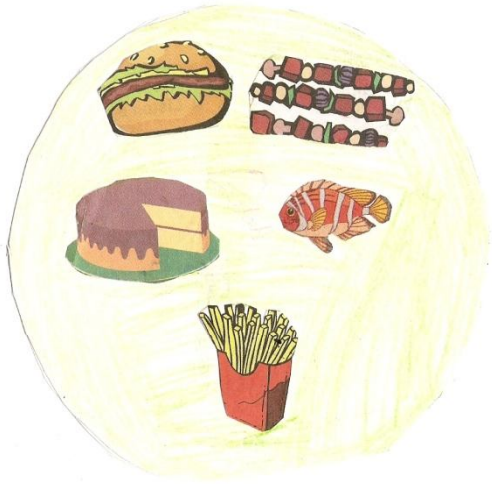
APPENDIX A

SAMPLE TASK 1 – DRAWING TABLE FULL OF FOODS



I like cake, potato, fish, hamburger and kebab

BUT

I don't like lettuce, chese, Peas and brocoli

APPENDIX B

SAMPLE TASK 2 – (SCENES FROM) RECORDING A VIDEO WHILE SHOPPING AT CANTEEN

APPENDIX C

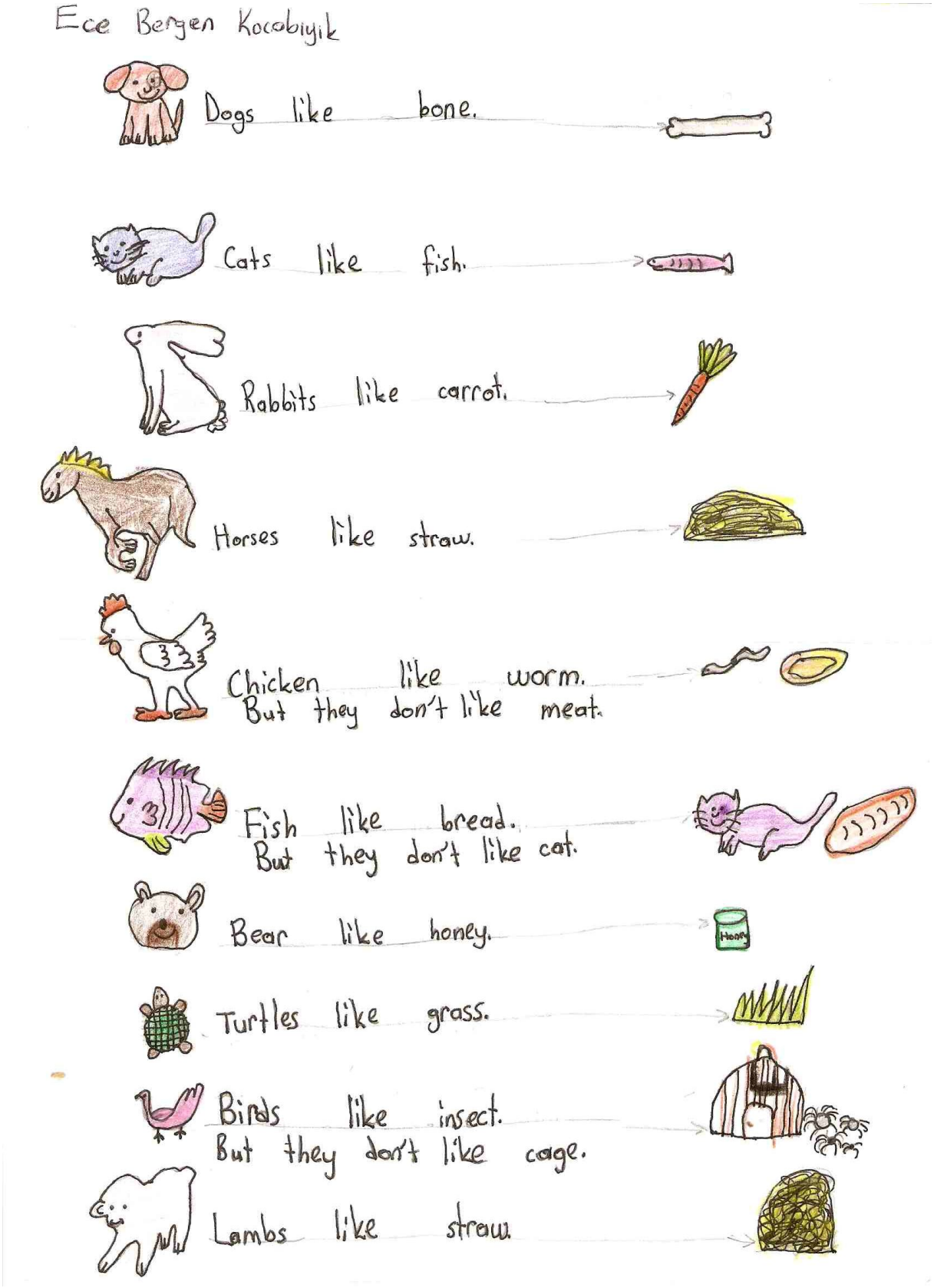
Sample Task 3 - Drawing favourite activities

APPENDIX D

SAMPLE TASK 4 – (SCENES FROM) RECORDING A VIDEO WITH A BORED FRIEND

APPENDIX E

Sample Task 5 - Drawing **animals and their favourite foods**



APPENDIX F

SAMPLE TASK 7 – DRAWING A POSTER

It is a bird. Tweety has got yellow fur and blue eyes. It can fly and it loves flying. It can talk. It doesn't like sylvester. It lives in cage. It has got three single hair. It has got wings It has got an orange mouth and foot. It has got tail. It likes worms.

NAME: SUNA SURNAME: TOMSAN

APPENDIX G

SAMPLE TASK 8 – (SCENES FROM) RECORDING A VIDEO WHILE TALKING ABOUT WHAT TO BUY FOR ONE'S SPECIAL DAY

APPENDIX H

EMPTY AND COMPLETED EXAM PAPER

Cevap Kağıdı — Sayfa 1 / 1

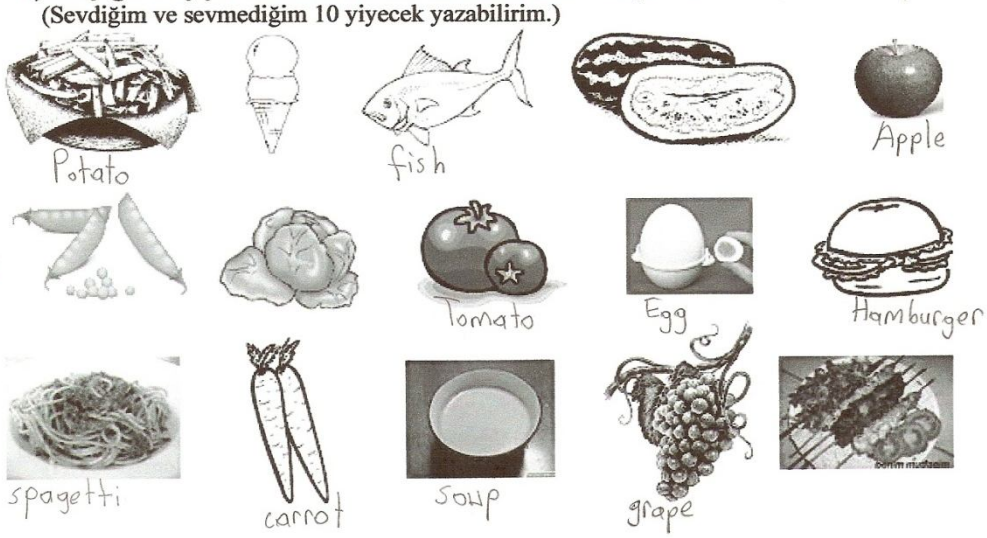
YERKESİK İLKÖĞRETİM OKULU
5B sınıfı
İNGİLİZCE DERSİ

Adi Soyadi : Bergen Kocabıyık
Ünite : Unit 7 Likes Dislikes

1) 1-Aşağıdaki masalara sevdiğiniz ve sevmediğiniz 5 er yiyecek çizin. Daha sonra bu durumu bir ingilizce cümleyle ifade edin. 2-Cümlede "and ve but" kullanın.
(Sevdiğim ve sevmediğim yemekler hakkında cümleler yazabilirim.)

I like potato, fish, opple, egg and hamburger. But I don't like carrat, soup grape, lollipop, and banana

1) 3-Aşağıdaki yiyeceklerin 10 tanesinin altına isimlerini yazınız.
(Sevdiğim ve sevmediğim 10 yiyecek yazabilirim.)



1) 4-Öğretmeni dinleyin, duyduğunuz soruları yazın ve cevaplayın.
(Yiyecekleri sevip sevmeme konusunda soru sorabilir ve soruları cevaplayabilirim.)

1- Do you like banana ? - No, I don't like banana
2- Do you like cola ? - No, I don't like cola
3- Do you like hamburger ? - Yes, I like hamburger

http://www.karderen.com/yonetim/cevapkagidi.php?ogr_adi=bergenkocabıyık&unite... 07.05.2008

...dı

...Sayfa 1 / 1

YERKESİK İLKÖĞRETİM OKULU
5B sınıfı
İNGİLİZCE DERSİ

Adi Soyadi : Bergen Kocabıyık
Ünite : Unit 8 My favourite Activities

1) 5-Aşağıdaki boşukları "+ , -" lerle doldurup, durumu ingilizce ifade edin.
(Sevip sevmediğim aktiviteler hakkında cümleler yazabilirim)

(++) : love (+) : like (-) : don't like (- -) : hate

(--)

I hate doing puzzles.

(+)

I like dancing.

(+)

I like playing chess.

(++)

I love playing football.

1) 6-Her gün yaptığınız 10 aktivitenin adını yazıp resmini çizin.
(Her gün yaptığım 10 aktivitenin adını yazabilirim)

1- Playing football.

2- Dancing.

3- Watching TV

4- Playing chess

5- Doing puzzles.

6- Cycling

7- Swimming

8- Müsic listening.

9- Playing voleyball.

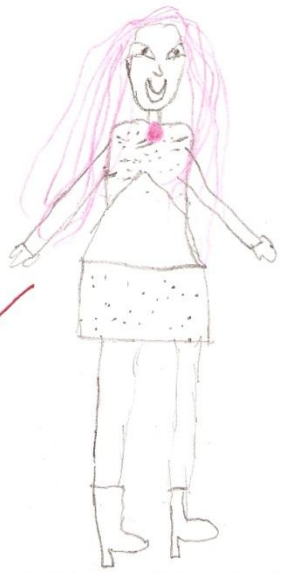
10- Playing basketball.

1) 7-Öğretmeni dinleyin duyduğunuz cevapları yazın, cevaplara sorular yazın.
(Arkadaşıma sevip sevmediği işleri sorabilir, bana sorulunca cevaplayabilirim.)

1- Do you like playing futbal? - Yes, I like playing futball.
2- Do you like playing voleyball. - No, I don't like playing voleyball.
3- Do you like dancing.....? - Dancing. No I don't like.....

Ezgen

11-Bir çizgi film kahramanı çizin. Karakterin, sevip sevmediği, yapıp yapamadığı, sahip olup olmadığı şeyler hakkında en az 5 cümle yazın .



She can fly
She loves flying.
She likes house eat.
Bloom is good girl.
She has 'got orange hair, blue eyes.

12- Öğretmeni dinleyin duyduğunuz soruları yazıp, cevaplayın.

1. Does your mother like dancing ? - No, she doesn't.
2. Does your father like playing football? No, he doesn't
3. Does your friend love hamburger? - Yes, he does.

APPENDIX I

EĞİTİM ORTAMINI ÖLÇME ANKETİ

Aşağıda İngilizce dersini, ders öğretmenini ve İngilizce sınavlarını nasıl algıladığınız ile ilgili ifadeler verilmiştir.
Lütfen bu ifadelerin karşısındaki KATILIYORUM, KARARSIZIM, KATILMIYORUM seçeneklerinden kendinize uygun olanı işaretleyiniz.

		KATILIYORUM	KARARSIZIM	KATILMIYORUM
1.	İngilizce dersinde öğrendiklerimin çoğunu gelecekte kullanabilirim.			
2.	İngilizce öğretmeni bilgilidir.			
3.	İngilizce sınavları faydalıdır.			
4.	İngilizce dersinin amaçlarını çok iyi biliyorum			
5.	İngilizce öğretmeni yapıcı eleştiriler yapılıyor.			
6.	İngilizce sınavları seviyemi görmeme yardım eder.			
7.	İngilizce dersinin gereksiz olduğunu düşünüyorum.			
8.	İngilizce öğretmeni öğrencilerle alay eder.			
9.	İngilizce sınavları öğrencileri cezalandırmak için yapılır.			
10.	İngilizce dersinde gelecekteki mesleğim için iyi hazırlandığımı hissediyorum.			
11.	İngilizce öğretmeni derse iyi hazırlanmış gelir.			
12.	İngilizce sınavları eksiklerimi tamamlamaya yardım eder.			
13.	İngilizce dersinde çok sıkılıyorum.			
14.	İngilizce öğretmeni sınıfa kızar.			
15.	İngilizce sınavları sadece not vermek için yapılır.			
16.	İngilizce dersi becerilerimi geliştirmeme yardım eder.			
17.	İngilizce öğretmenin öğrencilerle iletişimi iyidir.			
18.	İngilizce dersinde sınav olmayı severim.			
19.	İngilizce dersini başarabileceğime inanmıyorum.			
20.	İngilizce öğretmeni öğrencilerle ilgilenmez.			
21.	İngilizce sınavları olmasa daha iyi olurdu.			
22.	İngilizce dersi seçmeli bir ders olsaydı da seçerdim.			
23.	İngilizce öğretmeni geri bildirim vermede iyidir			
24.	İngilizce dersinde sınavlar daha başarılı olmam için gereklidir.			
25.	İngilizce dersinde öğrendiklerim hiçbir işime yaramıyor.			
26.	İngilizce öğretmeni sorularıma cevap veremez.			
27.	İngilizce sınavları her zaman beni korkutur.			

APPENDIX J

Sınav Nedir?

……

Sınav neden yapılır?

……

Sınav ne işe yarar?

……

İngilizce seviyeni düşündüğünde, sence İngilizce notun kaç? (Yuvarlak içine alın)

1 2 3 4 5

Neden bu notu uygun gördün?

……

İngilizce dersinde başarılı mısın, İngilizce öğrenebileceğine inanıyor musun? Neden?

……

İngilizce öğrenmeyi ne kadar seviyorsun? (Yuvarlak içine alın.)

Çok seviyorum Biraz seviyorum Sevmiyorum

Neden?

……

Neden İngilizce öğreniyorsun?

……

APPENDIX K

SINAV DEĞERLENDİRME FORMU

Sınav nasıl geçti, kaç bekliyorsun?

Şu an neler hissediyorsun?

Sınav sende ne gibi etkiler bıraktı?

Bu sınavın iyi tarafları nelerdi?

Bu sınavın kötü tarafları nelerdi?

APPENDIX L

ÜNİTE SONU KENDİNİ DEĞERLENDİRME FORMU

ÜNİTENİN ADI:

AD/SOYAD/NO/SINIF:

Bu ünitede neler öğrendim?

Bu ünitede hedeflerine ulaşmak / başarılı olmak için neler yaptım?

Bu ünitede başarılı olduğum bölümler…

Bu ünitede en çok zorlandığım bölümler..

Bu ünitede en sevdiğim aktiviteler….

Bu ünitede öğrendiklerim ne işime yarayacak.

Bu üniteyi öğrenebilmek için neleri yapsam daha iyi olurdu.

APPENDIX M

Relation of Skills aimed on MEB curriculum, Grammatical Structure/Vocabulary "can do" statements, Tasks and Exam questions.

SKILLS AIMED ON MEB CURRICULUM (See Appendix O)	GRAMMATICAL STRUCTURE / VOCABULARY	"CAN DO" STATEMENT	TASK	EXAM QUESTION (See Appendix H)
Writing simple sentences about their likes and dislikes	I like I don't like I hate I dislike	I can write sentences about foods I like or dislike	Drawing a table full of foods (See Appendix A)	Draw 5 foods you like and dislike on tables. Then write a sentence on this situation
Writing a series of simple phrases and sentences linked with simple connectors like "and", "but", "or"	And, but, or	I can write a few sentences connecting with "and, but, or"		Use "and , but "in your sentences
Copying out single words and short texts presented in standard printed format.	Foods	I can write 10 foods that I like or dislike		Write the name of 10 foods
Asking and answering questions about likes and dislikes.	Do you like...?	I can ask and answer the questions about what I like or I dislike.	Recording a video while shopping at canteen with a friend". (See Appendix B)	Listen to the teacher, write the questions you hear, and answer them
Writing simple sentences about their likes and dislikes	We like We don't like like + doing	I can write sentences about activities that I like or dislike	Drawing favourite activities". See Appendix C)	Fill in the empty parts with "+,-"and write sentences in English.
Recognizing familiar names, and basic phrases	Daily activities Sports	I can write 10 activity names that I do every day.		Draw 10 activities you do every day and write the names of them
Asking and answering questions about likes and dislikes.	Do you like + doing	I can ask and answer about what I like and dislike doing	Recording a video while talking with a bored student". (See Appendix D)	Listen to the teacher, write the questions you hear, and answer them
Understanding short simple texts at a time	Mixed	I can read ,paying attention to pronunciation rules, and understand a story in my levels	Reading and translating a story loudly".	Read the story. And tick whether true or false.
Recognizing familiar names	Animals	I can write 10 animal names	"Drawing animals and their favourite foods". (See Appendix E)	Categorize the animals
Producing simple sentences to describe animals-Writing simple sentences about animals	They like They don't like They hate	I can write sentences about activities, likes and dislikes of animals		Match the animals with the foods they like. Write sentences expressing these situations.
Producing simple sentences about other people	He/ she / It likes / hates He / she / It doesn't like	I can write sentences about features, likes and dislikes of somebody else	"Preparing a poster". (See Appendix F)	Draw a cartoon character. Write 5 sentences about what it likes, dislikes,can do, can't do, has got,hasn't got.
Asking for and giving information about likes and dislikes of other people	Does he like No she doesnt	I can ask and answer questions about likes and dislikes of somebody else	Recording a video while talking about what to buy for one's special day". (See Appendix G)	Listen to the teacher, write the questions you hear, and answer them

APPENDIX N

English Language Curriculum For Primary Education - Syllabus For The 5th Grade – Units 7, 8, 9, 10

UNIT 7: LIKES AND DISLIKES				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Favourite Dishes	Listening * Listening to a recorded text to fill in a chart * Listening to clear and short texts to assimilate meaning Reading * Reading simple texts for comprehension * Picking up familiar names, words, and very basic phrases in common everyday situations. * Getting the idea of the content of simple informational material * Following short, simple written directions Writing * Writing simple sentences about their likes and dislikes *** Writing a series of simple phrases and sentences linked with simple connectors like "and", "but", "or"** *** Copying out single words and short texts presented in standard printed format.** Speaking *** Asking and answering questions about likes and dislikes.** * Interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. * Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. * Understanding questions and instructions addressed carefully and slowly to him/her * Replying in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.	Choose the appropriate ones from the list.	**Asking for and giving information about likes and dislikes**	Making a list of your likes (5 food items) and dislikes (5 food items)

UNIT 7: LIKES AND DISLIKES				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Favourite Desserts	Listening * Listening to a recorded text to fill in a chart * Listening to clear and short texts to assimilate meaning * Listening to a chant and singing it Reading * Reading simple texts for comprehension * Picking up familiar names, words, and very basic phrases in common everyday situations. * Getting the idea of the content of simple informational material * Following short, simple written directions Writing * Writing simple sentences about their likes and dislikes * Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but”, “or” * Asking for or passing on personal details in written form * Copying out single words and short texts presented in standard printed format. Speaking * Asking and answering questions about likes and dislikes. * Interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. * Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. * Understanding questions and instructions addressed carefully and slowly to him/her * Replying in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.	Choose the appropriate ones from the list.	**Asking for and giving information about likes and dislikes**	**Drawing and colouring a dish of their favourite fruits. Writing their names on the picture.**

UNIT 8: MY FAVORITE ACTIVITIES				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Leisure Time Activities	Listening * Listening to a recorded text to tick correct words * Extracting specific information from a listening text * Listening to clear and short texts to assimilate meaning Reading * Reading simple texts for comprehension * Reading simple phrases to fill in the missing information * Scanning a short text for specific information * Interpret tables, charts and graphs in writing Writing * Writing simple sentences about their likes and dislikes * Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but”, “or” * Transforming the written word into another form (chart) * Using the most common punctuation marks appropriately Speaking * Asking and answering questions about likes and dislikes. * Interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. * Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics. * Understanding questions and instructions addressed carefully and slowly to him/her * Replying in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.	Choose the appropriate ones from the list.	**Asking for and giving information about likes and dislikes** **Asking for and giving information about favourite activities**	Decoding the secret message with the clues given in the key word. Then forming their own secret message with the same symbol system.

UNIT 8: MY FAVORITE ACTIVITIES				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Sports	Listening * Listening to a recorded text to tick correct words * Extracting specific information from a listening text * Listening to clear and short texts to assimilate meaning Reading * Reading simple texts for comprehension * Reading simple phrases to fill in the missing information * Scanning a short text for specific information * Interpret tables, charts and graphs in writing Writing *** Writing simple sentences about their likes and dislikes** *** Writing a series of simple phrases , sentences linked with simple connectors like "and", "but", "or"** * Transforming the written word into another form (chart) * Using the most common punctuation marks appropriately Speaking *** Asking and answering questions about likes and dislikes.** *** Interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.** *** Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics.** *** Understanding questions and instructions addressed carefully and slowly to him/her** *** Replying in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.**	Choose the appropriate ones from the list.	Asking for and giving information about likes and dislikes Asking for and giving information about favourite activities	**Preparing a poster to illustrate their favourite sports.**

UNIT 9: FARM LIFE				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: A Farmer and His Family	Listening * Listening to a recorded song and singing it. * Listening to a story to understand it. Reading * Understanding short simple texts at a time * **Recognizing familiar names, and basic phrases** * Using clues to make predictions * Categorizing related terms using visual supports Writing * **Writing simple sentences about animals** * Writing simple isolated sentences to fill in a chart Speaking * **Producing simple sentences to describe animals** * **Dramatization and repeating short sentences in a story** * **Asking and answering questions about a familiar topic**	Choose the appropriate ones from the list.	**Asking for and giving information about other people's likes and dislikes** Asking for and giving information About other people's favourite activities Describing people and animals	Predicting what people on a farm like doing in the given picture.

UNIT 9: FARM LIFE				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Farm Animals	Listening * Listening to a recorded song and singing it. * Listening to a story to understand it. Reading * **Understanding short simple texts at a time** * **Recognizing familiar names, and basic phrases** * Using clues to make predictions * Categorizing related terms using visual supports Writing * **Writing simple sentences about animals** * Writing simple isolated sentences to fill in a chart Speaking * **Producing simple sentences to describe animals** * **Dramatization and repeating short sentences in a story** * **Asking and answering questions about a familiar topic**	Choose the appropriate ones from the list.	**Asking for and giving information about likes and dislikes** **Asking for and giving information about favourite activities** Describing animals	**Drawing the footprints of the farm animals and writing their names together with what they like.**

UNIT 10: CARTOON CHARACTERS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part A: Cartoon Movies	Listening * Listening to a text to match pieces of information with pictures. * Listening to a recorded text to extract specific information Reading * Reading a simple text to transfer information to fill in a table * Using clues to make predictions * Recognizing simple phrases for general comprehension with visual support Writing * Writing a simple poem Speaking *** Asking and answering questions about familiar topics.** *** Producing simple sentences about other people**	Choose the appropriate ones from the list.	**Asking for and giving information about likes and dislikes of other people** **Asking for and giving information about favourite activities of other people** Describing people	Preparing a poster of your favourite cartoon character to express his/her likes and dislikes.

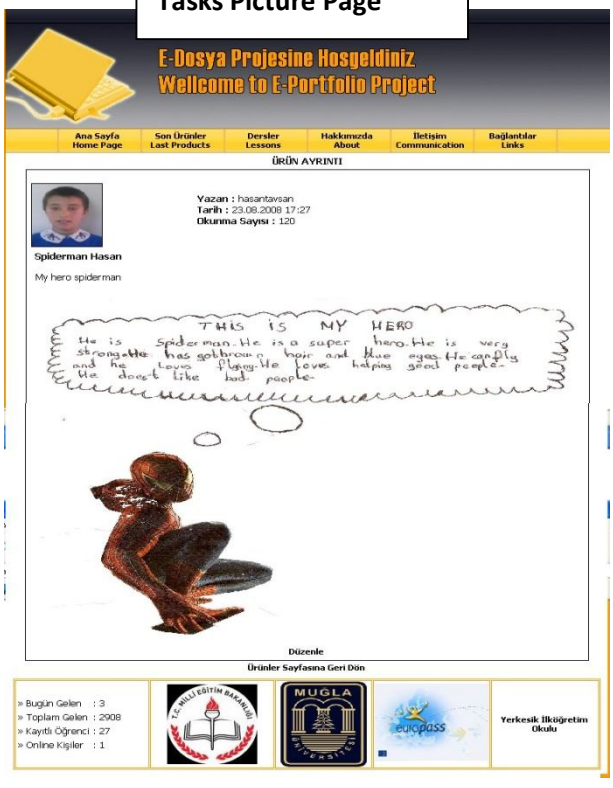
UNIT 10: CARTOON CHARACTERS				
TOPIC	SKILLS	CONTEXT (Situations and Texts)	FUNCTIONS	TASKS
Part B: Cartoon Strips	Listening * Listening to a text to match pieces of information with pictures. * Listening to a recorded text to extract specific information Reading * Reading a simple text to transfer information to fill in a table * Using clues to make predictions * Recognizing simple phrases for general comprehension with visual support Writing * Writing a simple poem Speaking *** Asking and answering questions about familiar topics.** *** Producing simple sentences about other people**	Choose the appropriate ones from the list.	Asking for and giving information about likes and dislikes of other people Asking for and giving information about favourite activities of other people Describing people	Creating and drawing a new cartoon character. Writing what s/he likes in a speech bubble.

APPENDIX O

Sample Web-folio Pages - Showing Tasks' Pages

Tasks Main Page

Tasks Picture Page



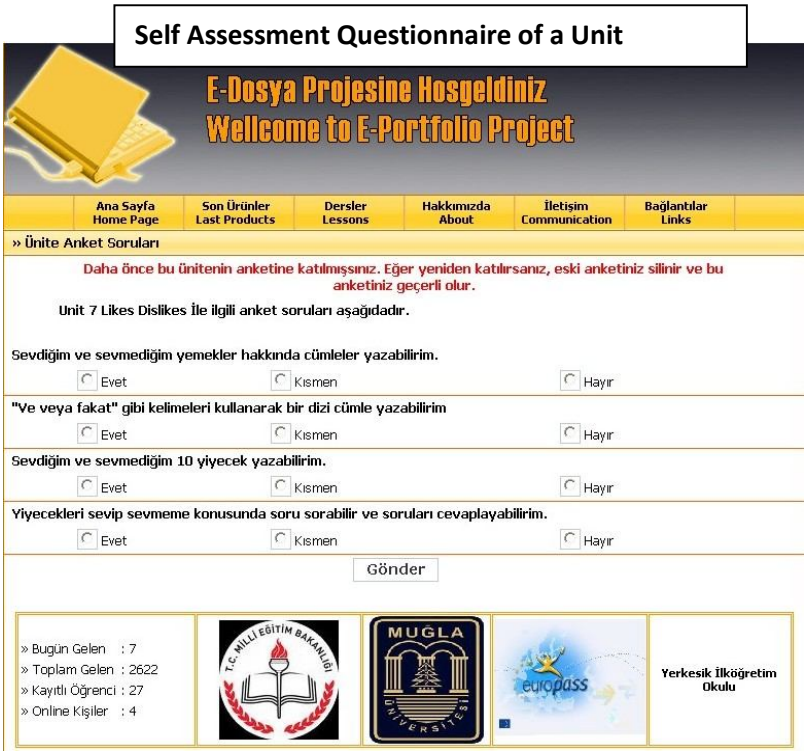
Tasks Video Page

APPENDIX P

Web-folio Pages - Showing Self Assessment Pages

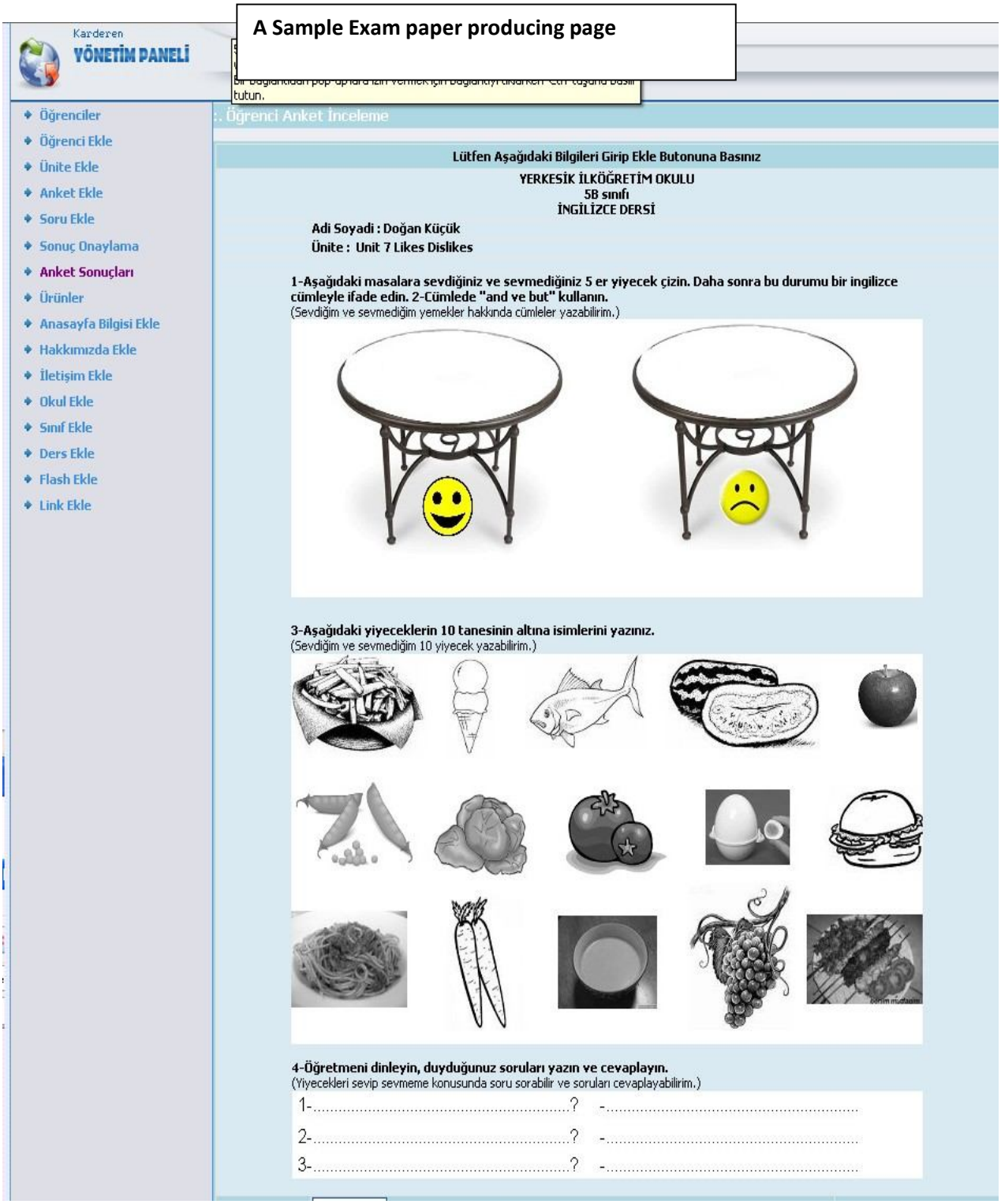
All cando's

Self Assessment Questionnaire of a Unit



APPENDIX Q

Sample Web-folio Pages - Online Exam Producing pages



APPENDIX R

Sample Web-folio Pages - In-site Messaging Pages

Main Pag

Personal Main Page

In-site Messaging Page

APPENDIX S

Sample Web-Folio Pages - Flash Games and Hyperlinks

Hyperlinks Page

ELP Sponsored WWW Game

Sample Flash Games

APPENDIX T

Experimental Class' Students' Success Percentage and Control Group Students Exam Results

EXPERIMENTAL GROUP	
	Percentage to achieved can do's
Student 1	100
Student 2	100
Student 3	92
Student 4	92
Student 5	83
Student 6	67
Student 7	67
Student 8	58
Student 9	58
Student 10	50
Student 11	50
Student 12	42
Student 13	42
Student 14	33
Student 15	33
Student 16	17
Student 17	17
Student 18	9
Student 19	8
Student 20	8
Student 21	0
Student 22	0
Student 23	0
Student 24	0

CONTROL GROUP			
	First Exam	Second Exam	Average of Exams
Student 1	100	97	99
Student 2	94	100	97
Student 3	96	98	97
Student 4	90	93	92
Student 5	100	82	91
Student 6	94	70	82
Student 7	83	76	80
Student 8	83	65	74
Student 9	53	85	69
Student 10	85	46	66
Student 11	68	62	65
Student 12	53	75	64
Student 13	50	70	60
Student 14	41	65	53
Student 15	58	40	49
Student 16	59	35	47
Student 17	28	36	32
Student 18	24	32	28
Student 19	15	30	23
Student 20	20	25	23
Student 21	4	28	16
Student 22	20	10	15
Student 23	14	9	12
Student 24	5	15	10