

## İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin ve Öğretmenlerin Portfolyo Hakkındaki Algıları: Bir Polis-Hırsız Kovalamacası

## Teachers and Students' Perceptions regarding Portfolio Assessment in an EFL context: *A Cops and Robbers Chase\**

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### ÖZET

Alternatif değerlendirme'nin önemi, İngiliz dili eğitimine hem teori, hem de pratik anlamda en son katkı sağlayan etmenlerden biri olarak kabul görmesine ve portfolyo bazlı değerlendirme biçiminin dil eğitimi veren çoğu okullarda bulunmasına rağmen, Türkiye'de dil eğitimi veren okullarda çalışan öğretmenlerin ve bu sisteme tabi tutulan öğrencilerin görüşleri hakkında yeterli derecede araştırma yapılmamıştır. Bu çalışma, İstanbul'daki özel bir Üniversitede çalışan okutmanların ve portfolyo yapan öğrencilerin algılarını ve seçilen, toplanan, değerlendirilen portfolyo sisteminin İngilizce öğreniminde ne derecede etkili olduğunu ortaya koymaktadır. Çalışma ilk önce portfolyonun içeriğini, portfolyonun nasıl uygulandığını anlatacak ve daha sonra portfolyo sisteminin avantajları ve dezavantajları hakkında hem öğretmenler, hem de öğrencilerin düşüncelerine odaklanacaktır. Ayrıca bu kadar etkili bir değerlendirme metodunun nasıl polis-hırsız kovalamacasına dönüştüğünü gösterecektir. Anketler, günlükler, alan notları ve röportajlar gibi birçok bilgi toplama aracının kullanılması ile elde edilen sonuçlar, genel tahlilde 6 ana konu olarak gözlemlenmiş ve bu çalışmada açıklanmıştır. Bunlar (a) öğrencilerin zaman kısıtlılığı, (b) not verme sisteminin nesnellığı, (c) öğretmen ve öğrenciler arasındaki güvensizlik, (d) eğitici seminer ve konferanslara duyulan ihtiyaç, (e) dosyaların hantallığı ve (f) portfolyo içeriğinin belirlenmesinde öğretmenlerin rolü olarak sıralanmıştır. Sonuç olarak, bu çalışma Türkiye'de portfolyo sistemini uygulayan dil eğitimi kurumlarına ve öğretmenlere bir dizi öneri de verecektir.

**Anahtar Kelimeler:** Ölçme ve değerlendirme, Alternatif değerlendirme, Portfolyo, Dil eğitimi veren kurumlar  
**Çalışmanın Türü:** Araştırma

### ABSTRACT

Though the importance of alternative assessment has been acknowledged and regarded as one of the latest contributions to the field of ELT both in theory and in practice, and though portfolio based assessment is ubiquitous in a plenty of language teaching organizations (hereafter LTOs), it is clear that hardly any study has been implemented on teachers and students' perceptions on portfolio assessment in LTOs in Turkey. The fact that the importance of portfolio based assessment is growing exponentially in the last decades has made such an assessment type be fairly common and many language schools and universities employ it all over the world.

Portfolio per se is admitted to have a variety of advantages that should be taken into consideration in developing LTOs' curriculum. In addition to the known standardized and high stakes tests, portfolio based assessment has also started to control the assessment system in schools. Further, the usage of portfolio simultaneously with the standardized tests in the schools has justified that it enhances motivation, engenders individualized and collaborative learning, and inculcates a sense of responsibility and that it lets new ideas germinate in language learners' mind. As a direct consequence of this, it is not unusual to see that portfolio has become an important assessment tool in LTOs and that a large number of teachers and students have been thinking it as the sine qua non of a successful assessment and using it in their classrooms.

The annals of portfolio are replete with already developed fundamental precepts that help improve the negative and outdated sides of portfolio, with which both teachers and students have beset. Additionally, to make vague definitions of portfolio system much more understandable and to underpin the underlying rationale for ensconcing such a noteworthy system in LTOs' curriculum, many researchers has defined portfolio broadly. However, the universally espoused definition of portfolio epitomizing it is that it is 'a purposeful collection of examples of learning collected over a period of time' (Segers, Gijbels, & Thurlings, 2008; 36).

On the other hand, multiple-choice tests may sometimes pose a real risk of adversely representing the activities that teachers fulfill in classes. This situation can lead these tests' face or content validity to suffer. Over all, standardized tests are one-shot tests and do not help predict well learners' future success. Rather, they present us a fragmentary picture of the process that students have been going through. These concerns and limitations of standardized tests have made them be obsolete in schools. Nevertheless, a lot of LTOs, today, have still been implementing merely standardized tests in their systems, let alone using portfolio based assessment concurrently. In order to improve performance based assessment and let it filter into schools' systems, a great number of studies have been carried out over the past decades.

\* An earlier version of this article was presented in *Best Practice in TEFL: Tenth Egyptesol Annual International Convention*. November 20-21, 2009. Cairo – EGYPT.

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Although much has already been learned about portfolio based assessment to date, so much more lies undiscovered. And untouched much is the changing perceptions of teachers and students and the extent to which LTOs give importance and emphasis. The present study shows the perceptions of teachers and students and reveals to what extent portfolio – which is selected, collected, evaluated at a University preparatory school in İstanbul, Turkey – is effective in learning English. What's more, the study will also indicate the underlying notion of portfolio held in the school, setting, sampling, data collection instruments and data analysis in detail, whereby operationalization of the same system in other LTOs will be less convoluted; but rather, more applicable.

The research will first present the content of portfolio, move on to how the portfolio system is conducted at the preparatory school, and then focus on teachers and students' opinions about the pros and cons of portfolio. It will, additionally, display how such an affective assessment method has been transformed into *A Cops and Robbers Chase*. This study will also reveal how impractically planned portfolio based assessment has placed the curriculum into a conundrum. The pursuit taking place between teachers and students has strongly proved that an incoherent and disorganized alternative assessment tool may progressively reduce students' enthusiasm and enervate portfolio's authenticity and tendency to promote autonomy of learners.

The findings were collected through an array of data collection instruments, such as interviews, observations, diaries, field notes, and questionnaires. The interviews were in the form of semi-structured format with several questions, which also directed the researcher to probe into new questions. In other words, other than the formerly prepared questions in the semi-structured interview, both the researcher and the participants delved into new ideas during the interview. Observations occurred on portfolio days. While observing the students in the school corridors and classes, the researcher kept diaries and field notes. Data collected through these instruments further shed light on the results of the study.

The fastidiously kept diaries and field notes provided the researcher to collect genuinely useful data. The observations were performed in a non-participant atmosphere, so that the data collection process operated in a normal way and the research gathered data unobtrusively. The researcher randomly entered into the portfolio classes and asked students to explain what they were thinking about portfolio based assessment and how much time they were allocating for portfolio sessions held every week. The data coming through the abovementioned instruments were coded under several main themes and united with the data collected through the questionnaires – two questionnaires were distributed to both the teachers, in English, and the students, in their mother tongue.

Descriptive statistics were carried out to explore responses of the participants and in the main analysis; six main themes were found out and imparted in the study. These findings were juxtaposed as (a) 'time urgency' of the learners, (b) the objectivity of scoring system and (c) distrust between teachers and students, (d) the need for training seminars and conferences, (e) the carrying of bulky materials, and (f) the teachers' role in determining the content of portfolio. Last but not least, the study will also provide a series of suggestions not just to the LTOs, which will possibly perform portfolio based assessment in their curriculum, but also to teachers in Turkey. On condition that the underlined findings and suggestions are taken into account by the LTOs, it is not untenable to predict portfolio based assessment will be a panacea for all language learners' problems.

**Keywords:** Testing, Assessment, Alternative assessment, Portfolio, LTOs

**The Type of Research:** Research

## 1. INTRODUCTION

Using portfolio based assessment in language teaching organizations (hereafter LTOs) has proliferated and started to be seen as a panacea in a great number of countries over the last two decades. Rea reports that 'a simple search of the internet using the key words 'language portfolios' and 'portfolio assessment' shows how common it is in educational circles. The former search term produced about 150,000 hits, mostly European-based, and the latter about 250,000, mostly US-based hits' (Rea, 2001; 1). Although an incremental interest and a bona fide tendency towards portfolio based assessment has burgeoned exponentially in many countries, the visage of this kind of assessment in Turkey is totally different. While some private universities employ portfolio as an alternative assessment in their English preparatory schools, many other private and state universities still perform high-stakes, standardized, and multiple-choice tests.

Many differences have been observed on how portfolio is perceived and defined. Bataineh et al. (2007; 436) highlights that portfolio has many distinct definitions and can mean different things to different people. Hence, the nature and content of it may vary among universities and according to the purpose of its use. However, we should bear in mind that 'it is not important what it looks like but rather how its content is selected, collected and reflected upon' (ibid., 2007; 437). Nevertheless, the most universally accepted definition of portfolio is that 'a portfolio is a purposeful collection of examples of learning collected over a period of time, and gives visible and detailed evidence of a person's attainment of competence' (Segers et al., 2008; 36). This provides a propitious alternative assessment which decreases learners' dependence on textbooks, worksheets, supplementary materials vis-à-vis standardized tests that gives important emphasis to a teacher-centered learning and less autonomy.

The fact that portfolio has been heralded as one of the latest contributions to ESL/EFL education and, in contrast to Turkey, that it has been exponentially researched in many countries, in both theory and practice, was the main impetus of this study. A further impetus was that although studies on webfolio or e-portfolio have been conducted, to the knowledge of the researcher, hardly any study on teachers and students' perceptions at preparatory schools, on how portfolio is selected, collected, reflected upon and on whether training is needed or not, has been carried out in Turkey.

## 2. LITERATURE REVIEW

Portfolio-based assessment is taking credence as a means of appraising students' learning and although unsubstantiated, a common agreement among LTOs is that portfolio has many contributions to learning. The espoused underlying philosophy is that 'substituting portfolios for standardized multiple-choice tests will provide more meaningful information about student performance, which will help teachers in monitoring students.' (Wiggins, 1989; Wolf, 1993, cited in Stecher, 1998; 335) Resnick & Resnick (1992; 59) stated that a further rationale for using portfolios to measure student performance is the belief that 'you get what you assess... and you don't get what you do not assess,' which allows us to construe and to test better the learning process.

Tests are applied as 'a method of measuring a person's ability, knowledge, or performance in a given domain.' (Brown, 2004; 3) However,

*'these tests are not revealing measures of students' knowledge of the discipline primarily because programs of study are so individualized and because the exams may vary so much from year-to-year as to the specific content used as a focus'(Dougan, 1996;171).*

Moreover, portfolio has gained popularity as a means of formal assessment on account of the concerns that contend that high-stakes, standardized, multiple-choice tests may influence the attitude of teachers and students in undesirable ways (Wolfe & Miller, 1997; 236). The advantages of portfolio have been extolled in a number of sources as Brown (2004; 257) elucidated that portfolios

*'foster intrinsic motivation, responsibility, and ownership, promote students-teacher interaction with the teacher as the facilitator, individualize learning, provide tangible evidence of a student's work, offer opportunities for collaborative work with peer and facilitate critical thinking'.*

In a nutshell, portfolios are direct or concise assessments and test what teachers desire to test. Consequently, portfolios increase assessment reliability to a considerable level, and it is tenable that 'the washback effect, the authenticity, and the face validity of portfolios remain exceedingly high' (Brown, 2004; 259). On the other hand, Wolfe and Miller (1997; 237) contend that some barriers also exist as follows: difficulty whilst specifying criteria for judging student work, lack of time for developing, implementing, and scoring assessment, lack of training and support.

Prior to the onset of performing portfolio-based assessment in an institution, the department firstly needs to make a decision about whether it will be an appropriate means of assessment for their students, teachers and curriculum. The purpose, content, and specifics of how it will be performed need to be determined, and evaluation criteria need to be decided upon and defined (Dougan, 1996; 172). Unless the specifications are expressed succinctly and grasped by teachers and students thoroughly, it seems to be unduly optimistic to assume that the reliability will not suffer. Both students and teachers need proper preparation before launching this kind of assessment, notably if under such stresses as heavy workloads, limited time, the feeling of assessing and being assessed, lack of purpose and support or training are taken into account. All of these conditions may lead students revert to 'old habits' and the use of surface strategies (Segers, 2008; 36). It is worth noting that students should be allocated sufficient time and support to adjust their perceptions to new study habits and approaches (ibid., 2008; 36).

On the other hand, the importance of standardized and high stakes tests has become degraded as the philosophy of *teach to the test* is widely admitted as having unwanted consequences on learners and teachers. Thanks to portfolio assessment, teachers and students engage in authentic materials assess themselves in a process, and when trouble is faced with, portfolio provides them an opportunity to change or to reflect on it.

Although a common positive view exists towards alternative assessment, what is missing in the field of ELT in Turkey is what teachers and learners deem about portfolio system has been disregarded to date. This research study aims to investigate the perceptions of teachers and students and to explore to what extent portfolio is performed by being conformed to the level of assessment accuracy at a university preparatory school. The paper will first present the context, move on to how the portfolio system is applied at the school, and then focus on teachers and students' opinions about the pros and cons of portfolio.

### 3. CONTEXT OF THE STUDY

#### 3.1. Setting

The study was carried out at an English preparatory school of a private university in Istanbul, Turkey, in the second term of the 2008-2009 academic years. When the research was implemented, in the school at least 600 students were available from elementary, intermediate and advanced levels and 70 EFL teachers, out of whom 60 were Turks, and 10 other nationalities including 3 native speakers. Having a new building, in the school, each classroom has a computer connected to an overhead projector and sound system.

Portfolio has been a part of the curriculum of the school for 5 to 6 years and constitutes 20% of the passing grade (70). Hence, students take portfolio seriously. Students present portfolios to teachers on Wednesday and Thursday afternoons over a period of two lessons, which equals four portfolio hours per teacher weekly. Classes are composed of 20 students, half of whom present portfolio on Wednesday afternoon and the other on Thursday afternoon. The students carefully and clearly recapitulate the main points of a graded reader to the teachers who listen and ask questions about it to understand whether the students read the book or not and to engage them in active conversation. Inter alia, for each class portfolio teachers vary each week so that students have a chance to talk to different teachers every week.

Students are required to read one graded reader and summarize it to the teacher, whom the student may not know. In addition to this, an extra task is set each week, such as finding newspaper or magazine articles and commenting on them, writing biographies of famous people, analyzing songs. Each week two pieces of writing, one for each task, is added to their dossiers. Except for the graded reader task, the second task alters every week, and is announced on the school's website. The content of portfolio is determined and specified by coordinators and administrators. The purpose of the program is to expose students to an array of reading, writing, vocabulary activities and skills, followed up by speaking.

#### 3.2. Participants

The study included 100 randomly selected students, out of whom 55 were males and 45 females, with ages ranging from 18 to 20, with the average being 20.08. Students completed a questionnaire involving 10 Likert scale items, followed by four open-ended questions in the students' mother tongue to avoid any possible misunderstanding. 33 teachers took part in the research and completed 17 Likert scale items and replied to four open-ended questions, which gave teachers room to explore related issues and perspectives. 16 of the teachers were male and 17 females, with a teaching experience average of 7.5 years.

#### 3.3. Procedure

This research study was conducted in the second term of the 2008-2009 academic years at a private University. Data were collected through researcher's field notes, researcher's diary, interviews with the randomly selected students and teachers and a questionnaire, two distinct versions of which were distributed: one for the teachers in English and the other one for the students in their mother tongue. The questionnaire consisted of three parts: demographic data, Likert scale questions and finally open-ended questions. Semi-structured interviews were held in offices or in free classrooms with randomly selected 10 students and teachers. The interviews were performed as a conversation but accomplished with the support of an interview guide in which the themes were put in an order according to the topic. The interviews lasted for 10 minutes, recorded and then transcribed. In order to reduce experimenter expectancy, thereby to strengthen the construct validity, both research instructional guidelines were rigidly followed and a colleague assisted in the translation and transcription procedure.

In addition, the researcher kept diaries and took field notes while observing students' portfolio sessions. The researcher also observed in several of the portfolios sessions as a non-participant observation and talked to students waiting to enter the classroom for their portfolio session. These informal talks were added to the diary, and some of the data were reduced or grouped under subtopics. Whilst distributing the questionnaire or trying to interview with some of the teachers, it was observed that some of the teachers did not want to talk about portfolio or complete the survey. They said that they were reluctant to even write a word or phrase (14, April), which discouraged and impeded some part of the study. It is noteworthy to impart that a consent letter was distributed to all the participants about the research. Yet, the participants were not informed about the details of the study not only to divert their attention from the study and but also to obstruct the possible Halo effect, in which they may want to please the researcher by giving the responses they think are expected (Mackey & Gass, 2005; 174).

#### 4. RESULTS

The results of the questionnaire were analyzed in the SPSS program and in the main analysis, based on the interviews, diaries, field notes, and questionnaire results, six main themes were observed: (a) 'time urgency' of the learners, (b) the objectivity of scoring system and (c) distrust between teachers and students, (d) the need for training seminars and conferences, (e) the carrying of bulky materials, and (f) the teachers' role in determining the content of portfolio.

##### 4.1. Time Urgency

Portfolio is held every week in addition to the exams conducted once every two weeks. In the interviews, students stated that it was extremely difficult and tiring for them both to present their portfolios and to take an exam in the same week. 75.9% wanted portfolio to be done once a fortnight on the weeks when exams are not held. One student stated that:

*During the exam weeks, we can't study for our portfolio presentation. I know portfolio is beneficial and effective for my speaking. To get the advantage of portfolio on the exam weeks, I don't usually go to the lessons to make up for it.*

Another complaint leading to time urgency is that the contents of the week's portfolio are announced on Monday morning rather than the week before. Therefore, changes in the following week's portfolio make students feel depressed and unmotivated. To illustrate, a student told in the interview that:

*I borrowed a stage 3 graded reader book from the library on Friday and read it over the weekend, but when I came to school on Monday morning, my friends told me I shouldn't have read a stage 3 graded reader, because the requirements had changed and we had to read stage 4. So, I got very low grade.*

##### 4.2. Objectivity

While assessing portfolio presentation, teachers grade students' fluency, listening, grammar, vocabulary and writing on a 1-5 points scale which is then multiplied by 4 to give total percentage grade. It is an egregious mistake that a detailed rubric is not prepared for such an assessment. As a result of this, although 75.8% of teachers agreed that they tried to be objective while grading, 69.8% of the learners disagreed grading is objective. One student said that:

*My friend and I read the same book, prepared and presented the same newspaper article to the same teacher last week. But our grades were totally different.*

Another student contended that since teachers saw the previous week's grades, they were affected from them and graded subjectively.

*My first week's grade was high and though I sometimes don't study as much as the previous weeks, I get almost the same grade. Teachers are not objective.*

During the observation, what emerged as much more appalling was that one of the students expressed that teachers' personality or character influences their grading.

*From this week, I learn who the next week's portfolio teacher is and study accordingly. If the teacher generally gives low, I study and read the book, but if he/she is generous, I don't care and even don't read the book. I generally borrow the summary from my friend and study it briefly before the presentation.*

The fact that 57.6% of the teachers have had no training about portfolio assessment substantiates that the objectivity of their grading is dubious.

#### **4.3. Distrust**

Since the portfolio component comprises 20% of the passing grade, in the presentation afternoons, the corridors are crowded with nervous students. When I asked them how their presentation was, one student stated that although she spent all her time studying and reading at the weekend, her portfolio teacher claimed that she had not read the book because she couldn't answer questions. She said that she was not only demoralized but she also got low grade (29, April).

To put simply, little confidence and great mutual distrust between teachers and students are crystal clear. The situation bears similarities to the game of Cops and Robbers, with teachers in the role of the Cops chasing the students to apprehend whether he or she has actually read the book or not. Teachers endeavor to determine if students have stolen or otherwise obtained the summary, plagiarized or copied as many students take this path. Teachers ask detailed questions in order to push students into a corner where their lack of knowledge of the reader will become apparent. While distributing the questionnaire, I witnessed that one teacher became angry at a student who presented a 170-word newspaper article to talk about while a 200-word one was required (13, May). It is conspicuous that lack of trust between teachers and students causes trouble for the implementation of effective portfolio assessment.

#### **4.4. Seminars**

The fact that 57.6% of teachers had not had any training about portfolio assessment and that 93.9% of teachers desired such training indicates how much professional development programs are needed. In addition to the teachers, it is important that 69.8% of students wanted seminars to be organized. One student stated that

*At the beginning of the semester, when I came to university, I didn't know what portfolio was because in high school I didn't present my homework every week to different teachers. I didn't know how to study. It was a new study habit.*

#### **4.5. Carrying Bulky Materials**

According to the questionnaire, 60.6% of teachers expressed that carrying or storing the bulky materials was a trouble to them. They expressed that it was a torture for them to get dossiers from the coordinators' office and return them every week for different classes. One teacher explained that she was bored with carrying the portfolios folders and suggested that it would be better if students retained their portfolio folders (6, May). Another teacher offered that an e-portfolio system would be more helpful.

*Through web-portfolios students will pick up diverse skills that seem to be integral part of the modern education such as mailing, word processing, internet search, chatting and interacting with their teachers through different media.*

Another held that e-portfolios would prove highly beneficial than carrying bulky materials around. He clarified that

*Thanks to e-portfolio, students will be able to share their ideas, collaborate, and even the parents who have a passive role in this system will monitor and contribute to process.*

#### **4.6. Contents of Portfolio**

Through alternative assessment, teachers test what they want to test. Still, one should also bear in mind that each assessment or testing method affects the study habits of learners. Therefore, portfolio content should be selected cooperatively and fastidiously. If students are required to study the same things every week, it should come as no surprise that students learn how to cope with them. 87.9% of the teachers stated that they wanted to have a role in the organization of the content. They felt less motivated by the fact that the content was dictated to them by the coordinators. One teacher suggested that

*Portfolio should be integrated with the unit of the book and when I finish covering the unit I should be able to give my students the projects in the book. Also having to read and summarize a graded reader book every week*

*makes students feel bored as the process becomes mechanical. We should decide and determine what is to be included.*

## 5. DISCUSSION AND SUGGESTIONS

Portfolio system is widely held to foster intrinsic motivation and responsibility, individualize learning, provide tangible evidence of a student's work, offer opportunities for collaborative work with peers and facilitate critical thinking (Brown, 2004; 257). Additionally, by substituting the standardized and multiple-choice tests with portfolio, it is rightly expected that more detailed and meaningful information about learners can be obtained (Wiggins, 1989; Wolf, 1993, cited in Stecher, 1998; 335). It has been strongly vindicated that 'the washback effect, the authenticity, and the face validity of portfolios remain exceedingly high.' (Brown, 2004; 259) This study used a myriad of data collection instruments to investigate Turkish EFL students' perceptions of portfolio at a University. It revealed that 83% of students admitted portfolio assessment has a lot of advantages, and 100% of teachers agreed it has a profound impact on students' skills.

However, time urgency, scoring objectivity, mistrust, lack of training, carrying the bulky materials and determination of content were contrary to expectations. According to the research findings, the burden of portfolio on both teachers and students outweigh the benefits. However vulnerable points or Achilles' heel the portfolio system has, it would yield better and valid results if the adverse effects – which are to attenuate the effect of portfolio based assessment – were taken into consideration. As a result, students should not be in-between their exams, pop-quizzes and portfolios; a mutual trust and understanding should be constructed. Further, if portfolio is aimed to produce wanted outcomes, teachers should have 'ownership' to perform portfolio assessment. To achieve this, administrators should involve teachers into decision making process. Also teachers should participate in seminars or train themselves to prevent reliability to suffer.

The present study has several limitations. First of all, more participants could have been included in order to get a wider range of perceptions. Ironically, many teachers were extremely reluctant to complete the questionnaire and give their opinions about portfolio even though it is something which they perform every week. For further research, it would be beneficial to have all teachers participate in the research. Secondly, the questionnaire was distributed to randomly selected students on weekdays and on portfolio days, which might have affected their thoughts on the survey as they feel nervous and under stress at this time. Even so, despite these limitations, the present research shed light on the portfolio system applied in an English preparatory school at a private University, showed how it was performed, collected and scored, and provided several implications for other institutions.

## 6. CONCLUSION

This study, which was carried out on the participants of a preparatory school, firmly substantiated the effects of portfolio system on learners and in LTOs. First of all, collected data and iterative analysis suggest that portfolio assessment be performed effectively and even be a component of the passing grade. However, it should not be forgotten that when students are under time urgency, the system's reliability is deemed highly dubious by teachers and learners. Next, portfolio ought to be performed, because it is an influential assessment. However, the general tenor of the teachers' responses displays that if teachers are not trained, the objectivity will be distrusted. This situation will lead to Cops and Robbers chase between teachers and students. Finally, in lieu of implementing a usual portfolio system, webfolio or e-portfolio should be fulfilled as much as possible to elicit and also teachers should have a say for the content of the system rather than being dictated or forced what is to be included in the dossier. As a consequence of this, all the weaknesses lessen, thereby leading to an affective portfolio assessment.

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**APPENDIX A**  
**PORTFOLIO ASSESSMENT QUESTIONNAIRE FOR TEACHERS**

This survey is to be applied for a research study on teachers and students' perceptions on portfolio assessment in the school. Hence, your opinions are highly valued not only for the study but for the institution as well. The results will be shared after the study. Thank you a lot for your cooperation.

**PART A. Please complete the following items**

Gender \_\_\_\_\_ Years of experience \_\_\_\_\_  
 Graduated Department \_\_\_\_\_  
 Types of degree B.A. \_\_\_\_\_ M.A. \_\_\_\_\_ Ph. D. \_\_\_\_\_  
 Participated in any in-service training about portfolio? \_\_\_\_\_

**PART B: Please circle one of the numbers that show your agreement or disagreement.**

	Portfolio ...	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	can be used as an effective assessment method	1	2	3	4	5
2.	has an impact on the students' skills	1	2	3	4	5
3.	has an impact on your teaching in the class	1	2	3	4	5
4.	is an interactive and dynamic process	1	2	3	4	5
5.	enhances students' sense of responsibility	1	2	3	4	5
6.	gives the students' development process clearly	1	2	3	4	5
7.	encourages self-learning	1	2	3	4	5
8.	enhances collaboration among the students	1	2	3	4	5
9.	encourages student-teacher interaction	1	2	3	4	5
10.	takes less time	1	2	3	4	5
	<b>I think ...</b>					
11.	Teachers try to be objective while grading	1	2	3	4	5
12.	grading portfolio is easy	1	2	3	4	5
13.	parents should be informed about portfolio system in the school	1	2	3	4	5
14.	Carrying or storing the bulky materials is not problem for teachers	1	2	3	4	5
15.	Teachers should have a role in the organization of the content	1	2	3	4	5
16.	authentic materials should be used	1	2	3	4	5
17.	training or conferences should be held about portfolio assessment	1	2	3	4	5

**PART C: Write your opinions on the following questions about portfolio.**

1. How often should portfolio be held? and Why?

.....

2. What do you see are the benefits and/or barriers to using portfolio?

.....

3. What do you think are the strengths and/or weaknesses of portfolio?

.....

4. Do you believe portfolio is an effective means for communication? Why or Why not?

.....

Thank you . . .

**APPENDIX B**  
**PORTFOLIO ASSESSMENT QUESTIONNAIRE FOR STUDENTS IN TURKEY**  
**ÖĞRENCİ PORTFOLYO DEĞERLENDİRME ANKETİ**

**A. Lütfen aşağıdaki sizin ile ilgili soruları doldurunuz.**

Cinsiyetiniz: Erkek \_\_\_\_\_ Bayan \_\_\_\_\_  
Yaşınız \_\_\_\_\_ Bölümünüz \_\_\_\_\_

**B. Lütfen aşağıdaki ifadelere katılıp katılmadığınızı numaralardan birini seçerek belirtiniz.**

		tamamen katılıyorum	katılıyorum	tarafsızım	katılmıyorum	hiç katılmıyorum
1.	Portfolyonun İngilizce öğrenmeye katkısı var	1	2	3	4	5
2.	Portfolyo kendi kendimize öğrenmemizi sağlıyor	1	2	3	4	5
3.	Portfolyo öğrenciler arasında işbirliğini artırıyor	1	2	3	4	5
4.	Portfolyo öğrenciler arasında iletişimi artırıyor	1	2	3	4	5
5.	Ailelerimize portfolyo sistemi hakkında bilgi verilmeli	1	2	3	4	5
6.	Gerçekçi materyaller kullanılmalı	1	2	3	4	5
7.	Portfolyo eğitimi veya semineri yapılmalı	1	2	3	4	5
8.	Portfolyo hazırlamak fazla zaman almıyor	1	2	3	4	5
9.	Değerlendirme yapılırken objektif not veriliyor	1	2	3	4	5
10.	Portfolyo değerlendirme metodu olarak kullanılmalı	1	2	3	4	5

**PART C. Lütfen portfolyo hakkındaki soruları cevaplayınız.**

1. Portfolyo ne kadar sıklıkta olmalıdır? Neden?

.....

2. Portfolyonun faydaları nelerdir?

.....

3. Portfolyonun zayıf ve zor yönleri nelerdir?

.....

4. Portfolyonun etkili bir konuşma ve iletişim yolu olduğunu düşünüyor musun? Neden?

.....

Teşekkürler . . .