

**T.C.
GAZI UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF
ENGLISH LANGUAGE TEACHING**

**AN ALTERNATIVE ASSESSMENT OF MULTIPLE INTELLIGENCES
ACTIVITIES FOR YOUNG LEARNERS OF ENGLISH
THROUGH PORTFOLIOS**

M. A. THESIS

Serpil ERDOĞAN

Supervisor: Asst. Prof. Dr. Bena Gül PEKER

**Ankara
October, 2010**

**T.C.
GAZI UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF
ENGLISH LANGUAGE TEACHING**

**AN ALTERNATIVE ASSESSMENT OF MULTIPLE INTELLIGENCES
ACTIVITIES FOR YOUNG LEARNERS OF ENGLISH
THROUGH PORTFOLIOS**

M. A. THESIS

Serpil ERDOĞAN

Supervisor: Asst. Prof. Dr. Bena Gül PEKER

**Ankara
October, 2010**

TEZ ONAY SAYFASI

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne

Serpil ERDOĞAN'ın "AN ALTERNATIVE ASSESSMENT OF MULTIPLE INTELLIGENCES ACTIVITIES FOR YOUNG LEARNERS OF ENGLISH THROUGH PORTFOLIOS " başlıklı tezi 8 Ekim 2010 tarihinde, jürimiz tarafından İNGİLİZ DİLİ EĞİTİMİ Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

Adı Soyadı

İmza

Üye (Tez Danışmanı): Yrd. Doç. Dr. Bena Gül PEKER

Üye: Yrd. Doç. Dr. Nurdan ÖZBEK GÜRBÜZ

Üye: Yrd. Doç. Dr. Neslihan ÖZKAN

ABSTRACT

AN ALTERNATIVE ASSESSMENT OF MULTIPLE INTELLIGENCES ACTIVITIES FOR YOUNG LEARNERS OF ENGLISH THROUGH PORTFOLIOS

ERDOĞAN, Serpil

Master of Arts, English Language Teaching Department

Supervisor: Asst. Prof. Dr. Bena Gül PEKER

October, 2010

This study was conducted in a primary state school with the fifth grade students. First of all, the effect of traditional assessment methods was researched and it was seen that the improvement in students' learning process was not sufficient. Later, the effect of multiple intelligences (MI) activities as an alternative assessment for young learners through portfolios was examined in terms of improving students' learning process. According to the aim of the study, first of all the activities were designed, then an alternative assessment of Multiple Intelligences activities through portfolios was used in English classes without disrupting the curriculum. Throughout the present study, the students' attitudes towards the implementation and their participation the classes were observed, questionnaires and students' portfolios were used as data collection tools. In addition, at the end of the study, an interview was done with the students so as to understand whether there was any change in their learning process or not. The findings of the study revealed that the implementation of MI activities as an alternative assessment method through portfolio is an effective assessment tool in improving the learning process for young learners.

Key words: Portfolio, multiple intelligences, constructivism, young learners.

ÖZET

**İLKÖĞRETİM BİRİNCİ KADEME ÖĞRENCİLERİ İÇİN ALTERNATİF
BİR DEĞERLENDİRME YÖNTEMİ OLARAK PORTFOLYO YOLUYLA
ÇOKLU ZEKÂ KURAMI AKTİVİTELERİ**

ERDOĞAN, Serpil

Yüksek Lisans, İngiliz Dili Eğitimi Bölümü

Danışman: Yrd. Doç. Dr. Bena Gül PEKER

Ekim, 2010

Bu çalışma Milli Eğitim Bakanlığı'na bağlı bir ilköğretim okulunda 5. sınıf öğrencileriyle yapılmıştır. İlk olarak geleneksel değerlendirme yöntemlerinin etkisi araştırılmış ve yeterli bulunmamıştır. Daha sonra öğrencilerin öğrenme süreçlerini geliştirmek için alternatif bir değerlendirme yöntemi olarak portfolyo yoluyla çoklu zekâ kuramı aktivitelerinin etkisi araştırılmıştır. Araştırmanın amacı doğrultusunda ilk olarak, aktiviteler tasarlanmış daha sonra alternatif bir değerlendirme yöntemi olarak portfolyo yoluyla çoklu zekâ kuramı aktiviteleri müfredat aksatılmadan uygulanmıştır. Yapılan araştırma süresince, öğrencilerin uygulamaya karşı tutumları ve derslere katılımları gözlemlenmiştir. Anketler ve öğrencilerin portfolyoları veri toplama aracı olarak kullanılmıştır. Buna ek olarak, çalışmanın sonunda bu süreç boyunca herhangi bir değişiklik olup olmadığını anlamak için bir anket yapılmıştır. Elde edilen veri analizleri doğrultusunda, alternatif bir değerlendirme yöntemi olarak portfolyo yoluyla çoklu zekâ kuramı aktiviteleri uygulamasının küçük öğrencilerin öğrenme süreçlerini geliştirmede etkili bir değerlendirme yöntemi olduğu saptanmıştır.

Anahtar kelimeler: Portfolyo, çoklu zekâ, yapılandırmacılık, ilköğretim birinci kademe öğrencileri.

ACKNOWLEDGEMENTS

This study has been possible with the contribution of many people in various ways. Firstly, I would like to express my thankfulness to my thesis supervisor; Asst. Prof. Dr. Bena Gül PEKER for her never-ending understanding, priceless constructive feedback, invaluable guidance and encouragement throughout the preparation of this thesis. I am very happy to work with her because she has heartened me to study this field and she has shared her knowledge and experiences about it every time.

Secondly, I owe much to Dr. Seher ERDOĞAN ÇELTİK and Asst. Prof. Dr. Halil ÇELTİK whose continual support gave me the strength to complete this study. Their professional advice, encouragement and never-ending support helped me a lot during the study.

Thirdly, I would like to state my gratefulness to all the teachers of Sarıyar Primary School, especially to the headmaster F. Özen KILIÇKAYA for her valuable and constructive help throughout the implementation of the study. Specially, I would like to thank my dearest friends Aydan IRGATOĞLU, Asuman TOPÇU ÖKÇÜN and Derya ÜNAL in MA class for sharing their knowledge. Their support and help turned this program in to an enjoyable experience.

I want to give my special thanks to Özlem TAŞ and Ayşe TAŞOLUK for their great help and positive encouragement whenever I need during this study.

I am grateful to İŞLER family members for their continuous encouragement, enthusiasm and trust thought the study, without their help and continual support, my life could not have been that easy during the program.

Finally, I would like to thank my family, their patience and encouragement always made me feel strong. Without them, no experience would be as valuable.

TABLE OF CONTENTS

ABSTRACT.....	IV
ÖZET	V
ACKNOWLEDGEMENTS	VI
LIST OF TABLES	x
LIST OF FIGURES.....	xi
CHAPTER 1	1
INTRODUCTION	1
1.1 Background to the Study.....	2
1.2 Statement of the Problem.....	3
1.3 The Scope of the Study	4
1.4. Research Questions.....	5
1.5 Significance of the Problem	5
1.6 Key Terms	6
1.7 Assumptions and Limitations.....	7
1.8 Conclusion.....	8
 CHAPTER 2	 9
REVIEW OF LITERATURE	9
2.0 Introduction	9
2.1 Principles of the Constructivist Theory	10
2.2 The Theory of Multiple Intelligences	14
2.2.1 Key Points in Applying Multiple Intelligences:.....	20
2.2.2 The Multiple Intelligences in Elementary Classes	21
2.3 Assessment	22
2.3.1 Different Types of Assessment	22
2.3.1.2 Formative Assesment.....	25
2.3.2 Traditional Methods of Assessment	25
2.3.3 Alternative Assessment.....	28
2.3.4 Traditional Assessments Versus Alternative Assessments.....	30
2.3.5 Portfolio as an Alternative Assessment	34

2.3.5.1 Portfolio Types	35
2.3.5.1.1 Product Oriented Portfolios:	35
2.3.5.1.2 Process Oriented Portfolios:	36
2.3.5.1.3 Progress Oriented Portfolios:	37
2.3.5.2 The Differences in Portfolio Types	37
2.3.5.3 Benefits of Portfolio Assessment.....	38
2.3.5.4 Challenges of Portfolios.....	40
2.3.5.5 The Need of Using Portfolio in the Classroom	41
2.3.5.6 Requirements of Portfolios:.....	42
2.3.6 Multiple Intelligences and Portfolio Assessment:	43
2.4 Conclusion.....	46
CHAPTER 3	47
METHODOLOGY	47
3.0 Introduction	47
3.1 Participants of the Study	48
3.2 Research Design	49
3.3 Research Procedure	50
3.4 Data Collection Tools	55
3.4.1 Questionnaires	55
3.4.2 Field Notes	55
3.4.3 Students' Portfolios.....	57
3.4.4 Interviews	58
CHAPTER 4	60
DATA ANALYSIS AND RESULTS.....	60
4.0 Introduction	60
4.1 Results.....	61
4.1.1 The Analysis of the Questionnaires	61
4.1.2 The Implementation of the MIP Scale and Reliability Analysis.....	62

CHAPTER 5	79
CONCLUSION.....	79
5. 1 Overview of the Study	79
5. 2 Research Questions and Findings.....	79
5. 3 Findings.....	80
5.3.1 Attitudes of the Learners towards the Traditional Methods of Assessment	81
5.3.2 The Attitudes of the Learners towards an Alternative Assessment of the Multiple Intelligences Activities through Portfolios.	82
5. 4 Implications.....	84
5. 5 Suggestions for Further Studies.....	85
5. 6 Limitation of the Study	86
5. 7 Conclusion.....	87
REFERENCES.....	90
APPENDICES	98

LIST OF TABLES

Table 1: Constructivist teaching practices (Brooks & Brooks, 1993).....	13
Table 2: The shift in assessment types (Brown, Bull, and Pendlebury, 1997, Cited in Ciel, 2000a)	23
Table 3: Traditional types of assessment vs. alternative types of assessment (McDonald, 1992).	33
Table 4: Reflections on Using Activities Based on MI Theory (Stefenakis, 2002) ..	44
Table 5: The stages of the traditional types of assessment	52
Table 6: The stages of Multiple Intelligences activities implementation through portfolios.	53
Table 7: KMO and Barlett test results	62
Table 8: The Implementation of MI Activities through Portfolios Scale and Variance Declaration Table.....	63
Table 19: Sub-groups' factor loadings	63
Table 10: Reliability results	64
Table 12: The comparison of the two questionnaires and sub-groups	65
Table 12: Traditional Assessment Methods vs. the Implementation of MI Activities through Portfolios.....	66

LIST OF FIGURES

Figure 1: Principles of Constructivism (Driscoll, 1994; Marshall, 1992).	11
Figure 2: Multiple Intelligences (Kelly&Tongrey, 2003)	19
Figure 3: The Circle of Multiple Intelligences (Lazear, 1999).....	18
Figure 4: Using multiple intelligences theory in the classroom (Stefanakis, 2002)45	
Figure 5: The comparison of students answers to traditional A. M and MI & Potfolios in the questionnaires.	67
Graph 6: The comparison of the students' answers to 1 st statements in the questionnaires.....	68
Figure 7: The comparison of the students' answers to 2 nd statements in the questionnaires.....	69
Graph 8: The comparison of the students' answers to 3 rd statements in the questionnaires.....	70
Figure 9: The comparison of the students' answers to 4 th statements in the questionnaires.....	71
Figure 10: The comparison of the students' answers to 5 th statements in the questionnaires.....	72
Figure 11: The comparison of the students' answers to 6 th statements in the questionnaires.....	73
Figure 12: The comparison of the students' answers to 7 th statements in the questionnaires.....	74
Figure 13: The comparison of the students' answers to 8 th statements in the questionnaires.....	75
Figure 14: The comparison of the students' answers to 9 th statements in the questionnaires.....	76

Figure 15: The comparison of the students' answers to 10 th statements in the questionnaires.....	77
Figure 16: The comparison of the students' answers to 11 th statements in the questionnaires.....	78
Figure 17: The learners' attitudes towards traditional methods of assessment.....	81
Figure 18: The learners' attitudes towards MI activities through portfolios.....	83

CHAPTER 1

INTRODUCTION

Portfolio is one of the most common assessment methods that we have heard in many fields of our lives especially in education. As an alternative to traditional methods of assessment, portfolios are becoming widespread in English as Second Language (ESL) contexts, in primary and secondary education, language arts classes in schools and writing programs in colleges in the USA (Hamp -Lyons & London, 2000a; O'Malley & Pierce, 1996). In spite of its popularity in many developed countries, the use of portfolios as an alternative assessment tool is not common enough in Turkey. The reasons might be as follows;

The teachers may not have adequate knowledge about the use of portfolios.

The application of traditional methods may be seen easier than the application of portfolios.

The traditional methods may be seen sufficient for teachers.

There may be other concerns related to the use of portfolios.

On the other hand, Multiple Intelligences (MI) is another most common term in education which has been seen as one of the major methods of teaching young learners in ELT contexts all over the world for years. Many schools altered their curriculum according to the Multiple Intelligences both in Turkey and in other countries and many seminars have been administered to enlighten teachers about the MI for years. In spite of those activities, it is still not widely applied in schools, especially state schools. The reasons might be as follow:

The teachers may not have adequate knowledge about the MI activities.

The teachers may need more energy during the application.

Preparing different activities based on the eight intelligences may be more difficult and time-consuming.

Supplying the necessary materials may not be so easy and it may cost more than the traditional methods.

Grading the activities might be harder than the traditional methods.

There may be other concerns related to the use of MI activities.

Although portfolio and multiple intelligences are not commonly used or applied in connection with each other, simply, this connection begins by examining a collection of student work to gather data on the learner. Using the framework of MI theory as an analytical tool, the teacher can look for patterns and themes in individual student work. The goal is not to identify student work in relation to individual intelligences. As a teacher looks at students' work, s/he considers the varying combinations of linguistic, logical-mathematical, visual-spatial, musical, bodily-kinesthetic, and interpersonal abilities of the individual. S/he sees the variety of ways that learners approach different tasks. The teacher combines observation and portfolio documentation to take note on the whole child as a linguist, as an artist, as a scientist, as a cooperative learner, as a reflective learner, and as a mathematician (Stefanakis, 2002).

The present study attempts to identify the possible effects of an assessment of the Multiple Intelligences Activities through Portfolios, (MIP here after), in a fifth grade class in a primary state school in Turkey. It investigates the assessment of MI activities within the context of a primary English class and the possible attitudes of these learners towards the MIP.

1.1 Background to the Study

The fact that most students do not like school tests or exams cannot be ignored by educators. According to Airasian (2000), one of the most important reasons is that school tests are a kind of assessment tool to determine students' success or failure. Although it is accepted that there is no one kind of intelligence, the educators still insist on assessing learners' success with school tests which only emphasize one or two types of intelligence. This forces us to find out and apply different kinds of methods to improve the learning and teaching process and to assess the process.

Lately, a great deal of changes has taken place regarding the two currently used forms of assessment. The summative approach, which is designed to get feedback about the overall judgment at the end of a course of learning and used to grade the learners' product of learning, has lost its appeal (Airasian, 2000; Black, 1999; Gronlund, 1998). Similarly, the formative approach which is designed to provide feedback on the progress of learning and used to make adjustments in learning goals and teaching and

learning methods and materials has become less favored (Ciel, 2000). Clearly, what is needed is a new kind of assessment type which can address the needs of the changing educational system.

Educationalists agree that learners need to be provided with more opportunities to learn from their own works, and the responsibility for structured self-assessment by fixing objectives and planning for their future learning. Such needs have triggered the importance of the portfolio as a tool for not only assessing learners' success but also for making the learning process more beneficial. In order to turn this process into a more active one where learners can be involved in different activities, a different implementation can be added to the assessment process and clearly that is the multiple intelligences. The most important point is that since the activities address each intelligence, the learners will actively participate in the activities and make sense of what they learn with the MI activities and this is the core of an effective learning and teaching process. From a pedagogical perspective, with the portfolio type of assessment and the MI type of activities, learners are likely to feel more secure, relaxed and responsible in their assessment process, as they will be able to assess their own works, plan their own future learning and have the chance to see their improvement in time. With the MI type of activities the learning atmosphere will be more encouraging and the learners are likely to feel more relaxed. In other words, the portfolio type of assessment can encourage learners to be involved in their own assessment process and learn from their mistakes.

However, preparing a portfolio as a regular file may not be so attractive for the learners, so involving them in different activities related with different types of intelligences and giving various assignments according to their intelligences may be more effective.

1.2 Statement of the Problem

Anecdotal evidence suggests that most of the teachers in Turkish primary schools would rather prefer using summative types of assessment like true-false, matching and multiple choice tests. Despite the fact that these traditional types of assessment may have their shortcomings, one shortcoming, for example, may be related

to the fact that learners are not required to produce. Moreover, learners are not active in the assessment process (Brown & Hudson, 1998). Given such shortcomings, it seems important that teachers take into account that the use of alternative types of assessments may be more effective and fruitful in terms of improving the learning process.

1.3 The Scope of the Study

This study evaluates the effect of an alternative assessment using the Multiple Intelligences (MI) activities for young learners through portfolios (MIP) . Although the traditional assessment methods have many shortcomings, they are still being widely used in most of the schools.

The present study consists of five parts. This chapter is an introduction to give information about the overall study and its aim. Chapter 2, review of literature, describes the principles of constructivism. Then, in the light of the principles of constructivism, it presents the multiple intelligences theory. Later, it examines what the assessment is, the assessment methods, the traditional assessment methods and the alternative assessment methods in detail. Also, it gives information about the characteristics of portfolios and the types of portfolios. This chapter ends with the discussion of the connection between the multiple intelligences theory and the portfolios. Chapter 3, methodology, describes the participants of the study and the research design. Further, it examines the stages of the study in the research procedure part. Lastly, it presents the data collection tools at the end of this chapter. Chapter 4, data analysis and results, examines the results of the questionnaires. Also it analyzes reliability, validity and the mean of the scale, factor analysis and factor loadings. Finally, the last chapter, conclusion, presents the overview of the study, research questions and findings. Moreover, it discusses the attitudes of the students' towards the traditional assessment method and the MIP.

1.4. Research Questions

The aim of this study is to investigate the assessment of the MI activities for young learners of English as a foreign language through portfolios. Thus, investigating the effects of the traditional assessment methods which are currently being used will be beneficial in terms of the results of this study. This study will explore the following research questions

1. What are the effects of the traditional assessment methods on language learning and the assessment process?
2. How do learners feel about the traditional assessment types?
3. Do learners actively participate in their language learning and the assessment process through the traditional assessment types?
4. Is there any relationship between the MI activities through portfolios and an effective assessment process?
5. If so, in what way do an alternative assessment using the MI activities through portfolios help learners to improve language learning and the assessment process?
6. Do the MI activities through portfolios create an atmosphere where the learners feel more enthusiastic, relaxed and willing to actively participate in their language learning and the assessment process?
7. Does the language learning and the assessment process improve at the end of the study?
8. How do learners feel about MI activities through portfolios?

1.5 Significance of the Problem

Portfolios may be a successful assessment tool for the effectiveness of the learners' learning process at primary schools since, as Gillespie et al, . (1996) state, they may improve the match between instruction and assessment, thereby leading to a more coherent curriculum. The usefulness of the portfolios can be best achieved when the portfolios encompass multiple intelligences. Such a combination can effectively reflect the diversity of education practices in terms of curriculum. On the other hand, 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). The MI theory calls for diversification of educational practices to encompass the multiple intelligences, in terms of curriculum and instruction (planning and delivery for units and lessons) as well as assessment (evaluation of learning outcomes) (Gardner, Torff & Hatch, 1996). Moreover the MI appeals to advocate the child-centered education; in Gardner's framework, all students have areas of relative strength.

Regarding the issues above, using the MI theory and portfolio together may diverse the activities for the portfolio process and it may help to create a more enthusiastic atmosphere during the implementation of it. Stefanakis (2000), effectively expresses the significance of the MI and portfolio:

MI and portfolio personalize learning. The relationship and the roles of teachers and students change when these assessments alternatives are implemented. Traditional psychometric assessment asks children to repeat what adults think. They should know and never ask students to evaluate their own work. This removes the student from assessment process, except to wait for the scores to be delivered.

1.6 Key Terms

The six concepts lying at the core of this thesis, assessment, traditional assessment, portfolio, Multiple Intelligences, young learners and constructivism are explained further in this section.

Assessment: This is the process of collecting data about a student from one or more sources, comparing the data with criteria or previously set standards, and making a decision or judgment based on this information.

Traditional assessment: Assessing students' performances with tests consisting of selected response test items (e.g., multiple choice, true-false, matching), or constructed response test items (e.g., fill-in the blanks, short answer) which require students to select from a set of option, or produce limited performance.

Portfolio: A purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas.

Multiple Intelligences: The Multiple Intelligences theory was introduced against the backdrop of the traditional widely held view of intelligence, which was considered as a unitary theory that can be adequately measured by an IQ test.

Young learners: The fifth grade primary school students who are between 10-12 years old.

Constructivist theory: According to the constructivist theory, learning is an active process in which learners construct new ideas and sort concepts based on their new and past knowledge.

1.7 Assumptions and Limitations

The limitations of the present study, which aims at finding out the effect of the MIP on young learners, are as follows: First of all, the data were collected from one class of primary school students in fifth grade. Therefore, the results of this application can only be generalized to the learners of 10-12 years of age. Secondly, the limited number of participants may hinder a generalization to be made.

In addition, this study is limited to a period of six weeks for the implementation of the MIP. This also affected the variety of activities and materials used in the implementation. Another limitation concerns the use of materials in this study. As the context of the study was a far-away state school in a small village, there was a lack of technical facilities such as overhead-projectors, and computers while doing the implementation.

1.8 Conclusion

This chapter introduced the background of the study, discussed the statement of the problem and the purpose of the study. In chapter 2, the theoretical background of the study will be presented in the light of the review of literature on assessment in general and portfolios, Multiple Intelligences and constructivism in particular. In chapter 3, information concerning the methodology of the study will be presented under the following headlines: participants, materials and instruments, procedures and data analysis. In chapter 4, the results of the data analysis in this study will be presented. Finally, in chapter 5, the research findings will be summarized in accordance with the research questions. This last chapter also includes reflections and suggestions for further studies.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

Assessment is one of the crucial components of the educational process. People within the educational community, i.e. policymakers, educators, students, parents, and administrators have different ideas regarding the implementation of the assessment strategies (Dietel, Herman, and Knuth, 1991). The types of assessment methods also differ according to the level/age of the learners. Specialists in the field of young learners have sometimes expressed reservations about the role of the assessment for children (Cameron, 2000; Rixon, 1992); they nevertheless accept the social reality of this form of assessment in today's world and more importantly, they acknowledge that testing can have positive effects, e.g. the process outcomes can motivate learners and support further learning. Lynne and Cameron also remind us that assessment practices carry messages for children about what parents and teachers consider important in language learning and in life. And add on assessment as follows: "For young children, what matters is a solid base in spoken language, confidence and enjoyment in working with the spoken and written language, a good foundation in learning skills. We should be searching out assessment practices that will reinforce the value of these to learners and to their parents." (p. 240). In this sense, educationalists search for alternative assessment types that can fit to the needs of young learners; however, traditional assessment methods like true-false, matching, and multiple choice tests do not refer to these needs on account of the reasons as follows;

First, students are not required to produce any language. These kinds of assessment methods do not lead students to use their creativity, thus the learners do not create or produce anything. Although today's cognitive researchers describes "meaningful learning" as "reflective, constructive and self-regulated" traditional tests, selected response items or multiple choice tests in particular, reduce learning to the "presence or absence of discrete bits of information" (Herman, 1992, p. 8). Then all students receive a letter or numerical grade in traditional methods and the emphasis is

on pass or fail. Moreover, traditional assessment methods are indirect, inauthentic and standardized for that reason, they are one-shot, speed-based, and norm-referenced (Bailey, 1998). Law and Eckes (1995) underline the same issue and state that traditional assessments are single-occasion tests. That is, they measure what learners can do at a particular time. Because of such reasons mentioned, there has been a movement from traditional assessment methods toward alternative assessment methods.

On the other hand, according to Simonson and others, there are three approaches in alternative assessment; they are authentic assessment, performance-based assessment, and constructivist assessment. Researchers and educators agree that portfolio as an alternative assesment embraces these three terms. Therefore, throughout the study first constructivism and the principles of constructivism will be presented. Then assessment, assessment types, traditional assessment methods and alternative assessment methods will be examined. Next, the comparison of the traditional types of assessment and the alternative types of assessment will be discussed. Later, the portfolio will be presented in detail and since the portfolio uses multiple measures, multiple intelligences and the connection of the MI and portfolio will be analyzed.

2.1 Principles of the Constructivist Theory

There has been a movement from traditional methods of assessment toward alternative methods of assessment. According to Law and Eckes (1995) traditional methods have been abandoned because of the fact that learning does not take place in a context in this kind of methods and test materials, and it is often isolated from real-life situations. Further, subject areas were isolated in traditional methods. Then, what is needed is an alternative assessment where the learning takes place in context, where learners construct what they learn and understand their learning as a function of their experiences in situations (Bruner, 1966 constructivist theory). Constructivist perspectives on learning and teaching are increasingly influential today. Voices in favor of a constructivist approach come not only from the field of psychology but also from other fields such as philosophy, science, education and educational technology. However, the main point of this study is related to the constructivist theory in learning and teaching. According to the constructivist theory, learning is an active process in

which learners construct new ideas, sort concepts based on their new and past knowledge. Learners are the active learners who can make sense of what they have learned and use their knowledge to make sense of the world. To accomplish this; teaching begins with the students' current understanding (Wolf, 1994).

Learners select and transform information, construct hypotheses, and make decisions, relying on a cognitive structure to do so. Since the constructivist theory views learning as an active, creative, and socially interactive process and see knowledge as something that learners must construct and form and teachers only assist them to construct meaningful and functional forms of what they absorb. Thus, a methodology depending on such principles gives importance to the learners and the learning process orientation (Wolf, 1994 constructivist theory). As the focus of this study is on an alternative assessment of the MI activities through portfolio in the light of the constructivist theory, before discussing what is assessment and the assessment types, it seems better to have a look at the principles of this theory.

The Constructivist theory has some principles and knowledge of these principles help teachers to create a constructivist learning atmosphere and to apply them in their teaching process. The principles are shown in the table as follows:

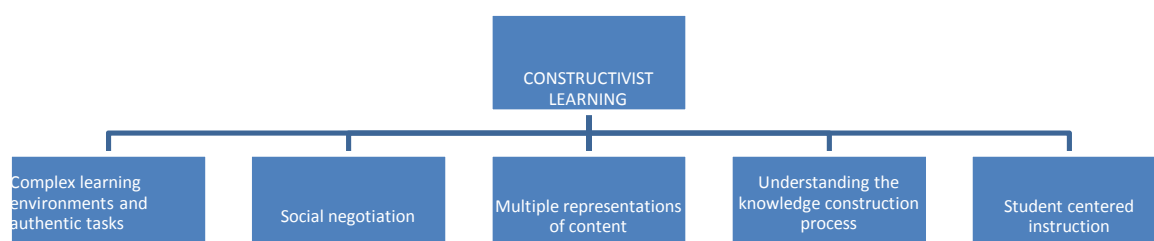


Figure 1. Principles of Constructivism (Driscoll, 1994; Marshall, 1992).

Complex Learning Environments and Authentic Tasks: Constructivists believe that students should not be given stripped down, simplified problems and basic skill drills, but instead should deal with complex situations and "fuzzy", ill-structured problems (Woolfolk, 1998). The world beyond school presents few simplified problems or step-by-step directions, so schools should be sure that every student has experience

solving complex problems. These problems should be embedded in authentic tasks and activities, the kinds of situations that students will face, as they are learning to deal with real-world problems (J. S. Brown, 1990; Needles & Knapp, 1994; Resnick, 1987). Students may need support as they work on these complex problems, helping them find resources, keeping track of their progress, breaking larger problems down into smaller ones etc.

Social Negotiation: Many constructivists share the belief that higher mental process develop social interaction, so collaboration in learning is valued. The Language Development and Hypermedia Group (1992) suggest that a major goal of teaching is to develop students' abilities to establish and defend their own positions while respecting the positions of others. To accomplish this exchange, students must talk and listen to each other.

Multiple Representations of Content: When students encounter only one model, one analogy, one way of understanding complex content, they often oversimplify as they try to apply that one approach to every situation (Woolfolk, 1998). Resources for the class should be provided by multiple representations of guided discovery using different analogies, activities, examples, and metaphors. Richard Spiro and his colleagues (1991) suggest that "revisiting the same material, at different times, in rearranged contexts, for different purposes, and from different conceptual perspectives is essential for attaining the goals of advanced knowledge acquisition" (p. 28).

Understanding the Knowledge Construction Process: Constructivist approaches often go beyond helping students understand their own metacognitive process to making them aware of their own role in constructing knowledge (Cunningham, 1992). Constructivists stress the importance of understanding the knowledge construction process so that students will be aware of the influences that shape their thinking; thus they will be able to choose, develop, and defend positions in a self-critical way while respecting the positions of others.

Student-Centered Instruction: The learners should actively participate in the process and the process should be learner-centered rather than teacher-centered (Woolfolk, 1993).

In this study, the emphasis is on an alternative assessment of the MI activities through portfolio in the light of constructivism. For this reason, analysing the constructivist teaching practices will be useful in terms of the implementation.

The following outline provides a general guide to constructivist teaching.

Table 1.

Constructivist teaching practices (Brooks & Brooks, 1993).

Many constructivist practices can be incorporated into any class.
1. Constructivist teachers encourage and accept student autonomy and initiative.
2. Constructivist teachers use raw data and primary sources, along with manipulative, interactive, and physical materials.
3. Constructivist teachers provide time for students to discover relationships and create metaphors.
4. Constructivist teachers allow wait-time after posing questions.
5. Constructivist teachers engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion.
6. Constructivist teachers encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other.
7. Constructivist teachers encourage students to engage in dialogues, both with the teacher and with one another.
8. Constructivist teachers inquire about students' understanding of concepts before sharing their own understanding of those concepts.
9. Constructivist teachers allow student responses to drive lessons, shift instructional strategies, and alter content.
10. Constructivist teachers provide different activities based on learners' intelligences and learning styles.

Constructivist teaching practices can help teachers greatly through the teaching process. According to the constructivist teaching practices, various activities based on

learners' intelligences and learning styles enhance the teaching and learning environment. In the light of these practices, it seems appropriate to discuss the multiple intelligences theory and learning styles in the next part.

2.2 The Theory of Multiple Intelligences

While learning and teaching practices were being argued, Howard Gardner (1983) proposed a new view of intelligence that is rapidly being incorporated in school curricula and that is the Theory of Multiple Intelligences. In this theory, Gardner expanded the concept of intelligence to also include such areas as music, spatial relations, and interpersonal knowledge in addition to mathematical and linguistic ability (Brualdi, 1996).

According to Gardner (1983), intelligence involves a process of problem solving, problem finding, and contributing to the community, which is particularly relevant to daily lives in classrooms. In *Frames of Mind*, Howard Gardner (1983, 1993) offers his theory of multiple intelligences MI: that culture, language, and environment all influence how an individual's intelligence is expressed. He sees intelligence as taking three forms: the ability to solve the real life problems, to find and create problems, and to offer a product or a service that is valued in at least one culture (1983). This theory opens the door for educators and parents to appreciate diverse value systems and behaviours, so important to our growing diverse student population.

Gardner argues that there is both a biological and cultural basis for the multiple intelligences. Neurobiological research indicates that learning is an outcome of the modifications in the synaptic connections between cells. Primary elements of different types of learning are found in particular areas of the brain where corresponding transformations have occurred. Thus, various types of learning results in synaptic connections in different areas of the brain. For example, injury to the certain area of the brain may result in the loss of one's ability to verbally communicate using proper syntax. Nevertheless, this injury will not remove the patient's understanding of correct grammar and word usage.

In addition to biology, Gardner (1983) argues that culture also plays a large role in the development of the intelligences. All societies value different types of intelligences. The cultural value placed upon the ability to perform certain tasks provides the motivation to become skilled in those areas. Thus while particular intelligences might be highly evolved in many people of one culture, yet the same intelligences might not be as developed in the individuals of another culture (Brualdi, 1996).

The Eight Intelligences: Currently eight intelligences - eight qualitatively independent ways to be intelligent have been identified. All the intelligences differ not only neurologically, but in the symbol systems that they apply, the tools they call on, on the core or sub abilities included, and how they utilized in the real world (Lazear, 1999). The eight intelligences Gardner defines are :

1. Logical/Mathematical Intelligence: It consists of the ability to detect patterns, reason deductively and think logically. In other words, intelligence has the ability to use reason, logic and numbers. These learners think conceptually in logical and numerical patterns making connections between pieces of information. These learners always curious about the world around them, and tend to ask ask lots of questions and like to do experiments.

The students with logical/mathematical intelligence are good at problem solving, classifying and categorizing information, working with abstract concepts to figure out the relationship of each to the other, handling long chains of reason to make local progressions, doing controlled experiments, questioning and wondering about natural events, performing complex mathematical calculations, working with geometric shapes. This intelligence is most often associated with scientific and mathematical thinking.

2. Verbal/Linguistic Intelligence: The students with this type of intelligence have the ability to use words and language. This intelligence includes the ability to effectively manipulate language to express oneself reherotically or poetically. These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.

These learners with verbal linguistic intelligence are good at listening, speaking, writing, story telling, explaining, teaching, using humor, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, analyzing language usage.

3. Visual/Spatial Intelligence: This intelligence involves having a mastery in language. The students with visual/spatial intelligence tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.

The students with this type of intelligence learn best when doing activities related to puzzles, reading, writing, charts and graphs, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects, interpreting visual images.

4. Musical/Rhythmic Intelligence: The students with musical/rhythmic intelligence have the ability to produce and appreciate music. These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to environmental sounds (e. g. crickets, bells, dripping taps).

The students with this type of intelligence are good at singing, whistling, playing musical instruments, recognizing tonal patterns, composing music, remembering melodies, understanding the structure and rhythm of music.

5. Bodily/Kinesthetic Intelligence: It is the ability to use one's mental abilities to coordinate one's own bodily movements. The students with this type of intelligence have the ability to control body movements and handle objects skillfully. They express themselves through movement and they tend to touch everything and have a good sense of balance and eye-hand co-ordination. Through interacting with the space around them, they are able to remember and process information.

The students with bodily/kinesthetic intelligence are good at dancing, physical co-ordination, sports, hands on experimentation, using body language, crafts, acting, miming, using their hands to create or build, and expressing emotions through the body.

6. Interpersonal Intelligence: The students with interpersonal intelligence have the ability to relate and understand others. These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organizers, although they sometimes resort to manipulation. Generally they try to maintain peace in group settings and encourage co-operation. They use both verbal (e. g. speaking) and non-verbal language (e. g. eye contact, body language) to open communication channels with others.

The students with this type of intelligence can see things from other perspectives (dual-perspective), listening, using empathy, understanding other people's moods and feelings, counseling, co-operating with groups, noticing people's moods, motivations and intentions, communicating both verbally and non-verbally, building trust, peaceful conflict resolution, establishing positive relations with other people.

7. Intrapersonal Intelligence: The students with intrapersonal intelligence have the ability to self-reflect and be aware of one's inner state of being. These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.

These students are good at recognizing their own strengths and weaknesses, reflecting and analyzing themselves, awareness of their inner feelings, desires and dreams, evaluating their thinking patterns, reasoning with themselves, understanding their role in relationship to others.

8. The Naturalist Intelligence: The students with naturalist intelligence have the ability to recognize, categorize and draw upon certain features of the environment. These students can categorize living things like plants and animals and are aware of the features of the natural world like clouds and rock formations.

The students with this type of intelligence tend to think through nature and natural forms. They learn best by creating observation notebooks, being involved in the care of pets, wildlife, and gardens. They have a need to have access to nature. Their favourite activities are drawing and photographing natural objects, and using binoculars, telescopes, microscopes, and magnifiers to see things differently.

Although the eight intelligences are anatomically separated from each other, Gardner claims that they rarely operate independently. Rather, the intelligences are used concurrently and typically complement each other as individuals develop skills or solve problems (Brualdi, 1996). They are like the chains of a circle as shown in the figure below.

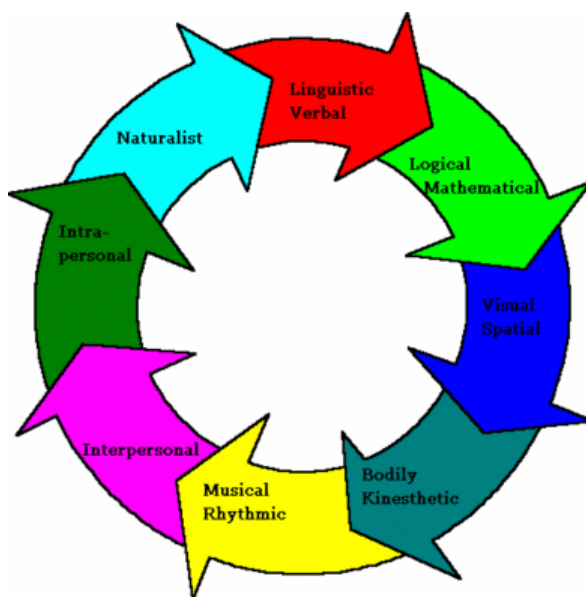


Figure 3. The Circle of Multiple Intelligences (Lazer, 1999)

MI theory challenges the notion of intelligence in terms of three significant ways. MI maintains that: (1) several intelligences are at work, not just one (2) intelligence is expressed in our performances, products, and ideas, not through a test score; and (3) how the intelligences are expressed is culturally defined.

Although a theoretical revolution has altered the understanding of intelligence dramatically in the last twenty years and intelligence has become plural as illustrated, schools still tend to persist in teaching to and testing a singular linguistic or mathematical intelligence and focused on linguistic and mathematical intelligences. Daily life in classrooms rarely focuses on discovering the full *capabilities* of each individual and rarely are children assessed as individuals with a unique profile of intelligences. Furthermore, schools have often sought to help students develop a sense of accomplishment and self confidence. As the education system has stressed the importance of developing mathematical and linguistic intelligences, it often bases

student success only on the measured skills in those two intelligences. On the other hand, supporters of Gardner's Theory of Multiple Intelligences believe that this emphasis is unfair. Children whose musical intelligences are highly developed, for example, may be overlooked for gifted programs or may be placed in a special education class because they do not have the required math or language scores. Gardner's Theory of Multiple Intelligences provides a theoretical foundation for recognizing the different abilities and talents of students. This theory acknowledges that while all students may not be verbally or mathematically gifted, children may have an expertise in other areas, such as music, spatial relations, or interpersonal knowledge (Brualdi, 1996). Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom learning. Teachers should be aware of the learners' intelligence areas and must seek to assess their students' learning in ways which will give an accurate overview of their strengths and weaknesses.

The figure below may be helpful to see the eight intelligences and the learners' intelligence areas.

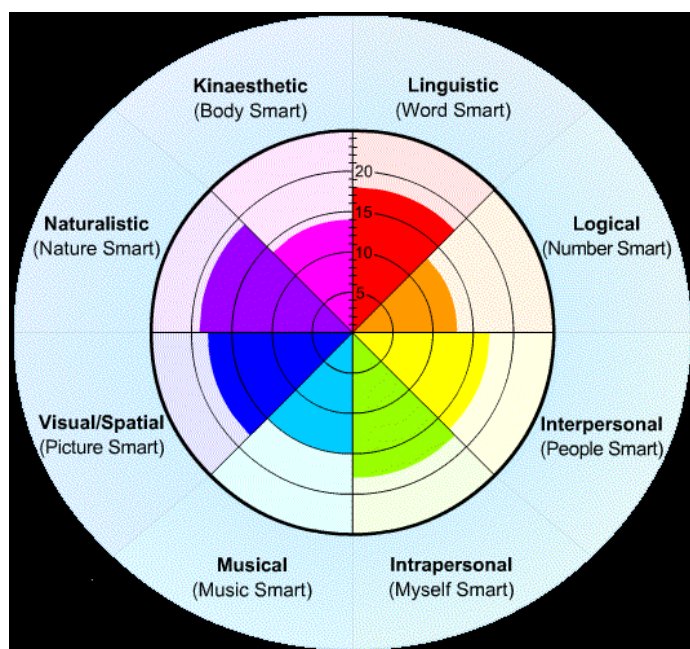


Figure 2. Multiple Intelligences (Kelly&Tongrey, 2003)

2.2.1 Key Points in Applying Multiple Intelligences:

Before mentioning multiple intelligences in elementary classes, it would be better to refer to the key points in applying multiple intelligences put forward by Armstrong (2000: 8):

1. Each person possesses all eight intelligences. They are combined as channels for learning, not ways to label student abilities. The MI theory is not a 'type theory' for determining the one intelligence that fits. It is a theory of cognitive functioning, and it proposes that each person has capacities in all eight intelligences. Of course, the eight intelligences function together in ways unique to each person. Some people appear to possess extremely high levels of functioning in all or most of the eight intelligences. Most of us fall somewhere in between these two poles- being highly developed in some intelligences, modestly developed in others and relatively underdeveloped in the rest.

2. Most people can develop each intelligence to an adequate level of competency. Although an individual may bewail his deficiencies in a given area and consider his problems innate and intractable, Gardner suggests that virtually everyone has the capacity to develop all eight intelligences to a reasonably high level of performance if given the appropriate encouragement, enrichment and instruction.

3. Intelligences usually work together in complex ways. Gardner points out that each intelligence as described above is actually a "fiction": that is, no intelligence exists by itself in life. Intelligences always interact with each other. To cook a meal, one must read a recipe (linguistic), possibly divide the recipe in half (logical/mathematical), develop a menu that satisfies all members of a family (interpersonal), and placate one's own appetite as well (intrapersonal).

4. There are many ways to be intelligent within each category: There is no standard set of attributes that one must have to be considered intelligent in a specific area. Consequently, a person may not be able to read, yet be highly linguistic because he can tell a terrific story or has a large oral vocabulary. Similarly, a person may be quite awkward on the playing field, yet possess superior bodily-kinesthetic intelligence when she weaves a carpet or creates an inlaid chess table. The MI Theory emphasizes the rich diversity of ways in which people show their gifts within intelligences as well as between intelligences.

3. Multiple Intelligences are combined uniquely in each learner as a profile; they are not seen separately.

4. Individuals have unique profiles based on all of the multiple intelligences; areas of strength can become ways to address areas of weakness which is called *bridging*.

2.2.2 The Multiple Intelligences in Elementary Classes

Accepting Gardner's Theory of Multiple Intelligences has several implications for teachers in terms of classroom instruction. First of all, every child has special needs and talents. It is the schools' responsibility to discover what these are, to nurture the good, and to replace attitudes about failure with high expectations for success.

Another implication is that teachers should structure the presentation of material in a style which engages most or all of the intelligences. The theory states that all seven intelligences are needed to productively function in society and intelligences work in combination, not isolation. Teachers, therefore, should think of all intelligences as equally important. We should not forget that students have very different learning styles, intelligence areas and personal needs. Therefore, a teacher should organize various activities to facilitate learners' intelligence areas and to implement them in an effective way. For instance, when teaching about health problems, a teacher can organize a role play activity of health problems, he/she can play a song about the topic or use flash cards. This kind of teaching not only excites students about learning, but it also allows a teacher to reinforce the same material in a variety of ways. By activating a wide assortment of intelligences, teaching in this manner can facilitate a deeper understanding of the subject material. Clearly, the Theory of Multiple Intelligences implies that educators should recognize and teach to a broader range of talents and skills.

According to the MI theory, the more time an individual spends using an intelligence and the better the instruction and resources, the smarter the individual becomes in that area.

The reasons why the Multiple Intelligences theory practices are beneficial were mentioned in the previous section, but how can these practices be turned into an

assessment method to improve the effectiveness of the teaching and learning process? In the following section assessment and assessment types will be analyzed.

2.3 Assessment

As widely accepted assessment is in the very heart of the teaching and learning process. Educationalists have been discussing what assessment is and what the best way of assessment for many years is and they put forward various types. Before turning to discuss these assessment types, having the knowledge of what is assessment and the various definitions on assessment can be helpful. One elaborate definition for assessment is as follows:

Assessment is the process of collecting data about a student from one or more resources, comparing the data to criteria or previously set standards, and making a decision or judgement based on this information. (Monrogomery, 2002). Thus, it seems that assessment is a "data collection process"; however, it is not restricted just collecting data from one or two limited resources like in traditional methods; on the contrary, as Stefanakis (2002) stated assessment means sitting beside a learner. Literally then to assess means to sit beside the learner. Beside a child is the best way to actively understand that individual. When teachers sit next to, rather than in front of students and ask them about their classroom products, s/he can have an idea about their learning style. By doing so, they begin to show that they care to know how an individual learner has made meaning out of an assignment or a project (Stefanakis, 2002). Thus students can actively participate in the learning and assessment process and they can make sense of what they have learned which the main principle of constructivism is.

2.3.1 Different Types of Assessment

No doubt, assessment has always been part of the educational enterprise. It is an indispensable part of the learning and teaching process for teachers and learners. Teachers collect the data about students from their test results or their products during

the assessment process and they are dependent on the result of the assessment while determining what, where, and how to teach. Although assessment is very important, how we assess students is more important than the assessment itself (Collins, 1992).

Specialists have been searching for new assessment ways for years. As a result of these initiatives and together with the reforms in the education field, there is a shift in the assessment types as outlined below and this shift should be considered in the assessment process.

Table 2.

The shift in assessment types (Brown, Bull, and Pendlebury, 1997, Cited in Ciel, 2000a)

FROM	TOWARDS
written examination	coursework
tutor-led	student-led
implicit criteria	explicit criteria
competition	collaboration
Product assessment	Process assessment
objectives	outcomes
content	competencies

As Brown, Bull, and Pendlebury (1997, cited in Ciel 2000a) stated lately there has been a movement towards more student involvement and choice in assessment. The belief that teacher-centered classrooms have already been out, on the contrary student-centered classrooms have begun to replace as changing can not be prevented in any field of life, so does education. Collaboration in the classroom has been triggered in order to keep more student involvement. Thus, group assessment has gained fame through the collaborative learning. The focus has been more on what the learners learn rather than what the teacher teaches (Brown, Bull, Pendlebury, 1997, Cited in Ciel 2000a). Student focused "learning outcomes" have begun to replace more teacher oriented "objectives". Although the "product" of the assessment has been evaluated and graded before, the "process" has gained fame thus the educationalists started to evaluate the whole process. The grades are only the results of the students' products in the classroom. However, for

an entire assessment, teachers should assess the learners' performance inside and outside the classroom with different activities and the students should actively take part in this assessment process.

In general, teachers tend to assess students' achievement which gives information to them about what students have achieved in the lessons and the term "achievement" usually depends on the students' success according to their grades taken from school tests. In Turkey, English has been taught starting from 4th grade till the end of college education but still there is a problem about using the foreign language outside school. The question is that how much do learners perform their learning in their real lives?. At this point, different types of assessment should be considered. According to its function, assessment can be divided into two groups; summative and formative.

2.3.1.1 Summative and Formative Assessment

The first kind of assessment type is the summative assessment. The summative assessment provides accountability and is generally used to check the level of learning at the end of a program. In fact, summative assessment equates with the assessment of the product or outcomes of learning (Ciel, 2000). When students complete a program, they have the knowledge to pass according to their test results. Those tests are summative because they are based on the cumulative learning experience and display students' success with grades according to the test results (Atkins, 1993). Thus, according to the test results, the teachers can only determine students' success or failure and the outcome is important. The process of learning however, is not taken into consideration in this type of assessment. This lack of concern for the process of learning has motivated educationalist to search for other assessment types like formative assessment as noted below.

2.3.1.2 Formative Assessment

In contrast to the summative assessment, the formative assessment is often done at the beginning or during a program; therefore, it provides the opportunity for immediate evidence for student learning in a particular course or at a particular point in a program (Ciel, 2000). The classroom assessment is one of the most common formative assessment techniques. The purpose of this technique is to improve the quality of student learning and should not be evaluative or involve grading students.

The main difference between summative and formative tests is that summative tests focus on success or failure but in formative tests we can see the pathway where the students walk on. The focus is on encouraging more understanding in the students regarding to their strengths, weaknesses, and gaps in knowledge (Ciel 2000). Assessment can also be analyzed under two headings according to its use; they are traditional types of assessment and alternative types of assessment.

2.3.2 Traditional Methods of Assessment

In traditional assessment like multiple choice tests and true-false, learning is seen as a passive process, and the learners are the passive participants of this process. Students are not required to create any language (Brown and Hudson, 1998). Therefore, as Herman (1992) mentioned "meaningfull learning is not the focus of traditional assessments". According to today's cognitive researchers and theorists, meaningful learning is "reflective, constructive, and self-regulated" (p. 5).

Knowledge is accepted as an objective reality that can be reached by everyone in the same way in traditional assessment. Learning is "a passive process" which involves students memorizing the knowledge transferred by the text or instructor; information is mastered as pieces, not as a whole; student learning is only monitored and students are classified and ranked according to the ones "who know" and the ones "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

finally, the assistance students might need in accomplishing a task is not taken into consideration in the assessment (Anderson, 1998).

According to the Brown and Hudson's (1998) model, traditional methods of assessment are selected-response assessments consisting of tests with true-false, matching, multiple choice test items, and constructed response assessments such as test consisting of fill-in and short answer test items, and times essays; however, the most widely used traditional assessment tools are multiple-choice tests, true/false tests, short answer tests, and essays.

Multiple-choice tests: Multiple-choice tests are commonly utilized by teachers, schools, and assessment organizations for the following reasons (Bailey, 1998, p. 130):

- They are fast, easy, and economical to score. In fact, they are machine scorable.
- They can be scored objectively and thus may give the test appearance of being fairer and/or more reliable than subjectively scored tests.
- They "look like" tests and may thus seem to be acceptable by convention.
- They reduce the chances of learners guessing the correct items in comparison to true-false items.

Simonson et al. (2000) discussed the disadvantages of multiple choice tests. They claimed that depending on the level of cognitive effort, they become harder and more time consuming to create. In other words, multiple choice items can be used effectively in testing the items that demand low level of cognitive effort such as recalling previously memorized knowledge, yet items that require students to use higher order thinking skills such as analyzing and synthesizing are more difficult to produce. Similarly, Hughes (cited in Bailey, 1998) criticizes multiple-choice tests for the following aspects:

1. The technique tests only recognition knowledge,
2. Guessing may have a considerable effect but the test scores can be affected by unknown impacts
3. The technique severely restricts what can be tested,
4. Writing successful items can be very hard,
5. Backwash maybe harmful,
6. Cheating can be facilitated.

True/false tests: True/false items require students to make a decision and find out which of two potential responses is true. Since they are easy to score, it is easy to administer true/false tests. However, guessing might increase the chance of success by 50 %. Especially, when the test item is false, it is quite hard to find out whether the student really knows the correct response. One possible solution is to ask the student to provide with an explanation for the incorrect item, or rewrite the statement correctly. However, this affects the ease in scoring negatively (Simonson et al., 2000).

Short-answer tests: In short-answer tests "items are written either as a direct question requiring the learner to fill in a word or phrase or as statements in which a space has been left blank for a brief written answer" (Simonson et al., 2000, p. 270). Furthermore, the questions need to be precise. Otherwise, the items that are open to interpretations allow learners to fill in the blanks with any possible information (Simonson et al., 2000).

Essays: Essays are effective assessment tools since the questions are flexible and assess the higher order learning skills. However, they are not very practical due to the fact that it is very difficult and time consuming to score the essays. Moreover, subjectivity might be an issue in scoring. Creating a rubric might be helpful to grade the essays (Simonson et al., 2000). A rubric can be defined as "a criteria-rating scale, which gives the teachers a tool that allows them to track student performance" (Abrenica, online document). Instructors have an option to create, adapt, or adopt rubrics depending on their instructional needs. The templates provided on the web might be helpful for them to adjust the generic rubrics into their own instruction (Simonson et al., 2000).

The educationalists stressed the disadvantages of traditional assessment methods. Traditional tests require students to show their knowledge in a predetermined manner. As children do not learn in the same way, they cannot be assessed in a uniform fashion (Lazear, 1992). Therefore, it is important that a teacher create an "intelligence profiles" for each student. Knowing how each student learns will allow the teacher to properly assess the child's progress (Brualdi, 1996). This individualized evaluation practice will allow a teacher to make more informed decisions on what to teach and how

to present information. Clearly, what is needed is an alternative assessment method which allow students to explain the material in their own ways using the different intelligences.

2.3.3 Alternative Assessment

As known, the school, courses and teachers still tend to use summative types of assessments, written exams and tests, more than formative. Because summative types of assessments are easy to prepare and grade and the teachers can determine the grades of students' easily in summative tests but on the other hand every test score includes an uncertainty because of different factors. The first factor is that some students cannot do their best while taking the exams since it takes place in a limited time, not in a process.

The second factor is that the questions may create some problems if they are not prepared well. Also, it is difficult to say for a teacher that a student who takes 59 is unsuccessful when the passing grade is 60.

Regarding all these issues, applying process assessment (formative) in addition to the product assessment (summative) must be inevitable. These inevitable results lead the teachers to find out new assessment tools used as formative and more alternative kinds of assessment come out such as performance tests, self assessment check lists, rubrics, peer evaluation and portfolio assessment which may include all these in it (Herman, Gearhart, and Baker, 1993).

According to Simonson and others, there are three approaches in alternative assessment: Authentic assessment, performance-based assessment, and constructivist assessment. Similarly, Reeves (2000) suggests three main strategies to integrate the alternative assessment into online learning settings:

1. Cognitive assessment,
2. Performance assessment,
3. Portfolio assessment.

Researchers and educators use the term performance-based, alternative, and authentic assessment interchangeably. As Wangsatorntanakhun (1997) states the term, performance-based assessment, embraces both alternative and authentic assessment. Therefore, throughout this article, performance assessment is used to refer to alternative assessment.

There are two major concepts that describe performance assessment:

"1. Performance: A student's active generation of a response that is observable either directly or indirectly via a permanent product,

2. Authentic: The nature of the task and context in which the assessment occurs is relevant and represents "real world" problems or issues" (Elliott, 1995).

Authentic assessment aims to relate the instruction to the real-world experience of the learners. The task needs to be meaningful in order to be authentic (Simonson et al.). Winking (1997) also points out the role of authenticity and states that alternative assessments require higher order thinking skills so that students can solve real-life related problems. Finally, Bailey (1998) relates the power of the performance tests not only to their authenticity, but also to their direct and highly contextualized nature.

In order to increase the effectiveness of performance assessment, instructors need to pay attention to the following points (Elliott, 1995):

- Selecting assessment tasks that are clearly aligned or connected to what has been taught.
- Sharing the scoring criteria for the assessment task with students prior to working on the task.
- Providing students with clear statements of standards and/or several models of acceptable performances before they attempt a task.
- Encouraging students to complete self-assessments of their performances.
- Interpreting students' performances by comparing them to standards that are developmentally appropriate, as well as to other students' performances (online document).

Alternative assessment strategies include open-ended questions, exhibits, demonstrations, hands-on conduction of experiments, computer simulations, and portfolios (Dietel et al., 1991).

In the previous section, the traditional and alternative assessment types were analyzed. In the next section the comparison of these two models will be discussed so that pros and cons of both two types can be seen.

2.3.4 Traditional Assessments versus Alternative Assessments

There has been a movement from traditional assessment toward alternative assessments. Alternative assessment started being used as a means for educational reform due to the increasing awareness of the influence of testing on curriculum and instruction (Dietel, Herman, and Knuth, 1991). Similarly, Reeves stated that traditional assessment, which is generally called testing, is challenged by alternative assessment approaches (2000, p. 103).

According to Bailey (1998), traditional assessments are indirect and inauthentic. She also adds that traditional assessment is standardized and for that reason, they are one-shot, speed-based, and norm-referenced. Law and Eckes (1995) underline the same issue and state that traditional assessments are single-occasion tests. That is, they measure what learners can do at a particular time. However, test scores cannot tell about the progression of a child. Similarly, they cannot tell what particular difficulties the students had during the test. Bailey (1998) also mentions that there is no feedback provided to learners in this type of assessment. The projects are mainly individualized and the assessment procedure is decontextualized. Law and Eckes (1995) point out most standardized tests assess only the lower-order thinking skills of the learner. Similarly, Smaldino et al. (2000) state that traditional assessment often focus on learner's ability of memorization and recall, which are lower level of cognition skills. Additionally, traditional assessment tools require learners to display their knowledge in a predetermined way (Brualdi, 1996).

Alternative assessments, on the other hand, 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 the 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).

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). According to Gardner, there are eight intelligences (Brualdi):

1. Logical-mathematical intelligence,
2. Linguistic intelligence,
3. Spatial intelligence,
4. Musical intelligence,
5. Bodily-kinesthetic intelligence,
6. The personal intelligences:
 - a. interpersonal intelligence,
 - b. intrapersonal intelligence,
7. Naturalistic intelligence. (1996, online document).

Reeves (2000) believes the emphasis on performance assessment is the ability of learner in applying his/her knowledge and skills to real life simulations. He further states that there are five main points in performance assessment (p. 108):

1. It is focused on complex learning,
2. Engages higher-order thinking and problem solving skills,
3. Stimulates a wide range of active responses,
4. Involves challenging tasks that require multiple steps,
5. Requires significant commitments of student's time and effort.

Similarly, Simonson and others (2000) discuss several advantages of the alternative assessment. First of all, they tend to simulate real-life contexts. Learners have the opportunity to practise the authentic activities that they might encounter in real life.

These activities allow them to transfer their skills to various real world related settings. Second, collaborative working is encouraged. Finally, alternative assessments assist instructors to have a better understanding of the student learning (Winking, 1997).

That is, looking at the student product rather than scores can allow instructor to get further insights regarding students' knowledge and skills (Niguidila, 1993). "

Bailey (1998) contrasted traditional and alternative assessment (p. 207):

One-shot tests → Continuous, longitudinal assessment

Indirect tests → Direct tests

Inauthentic tests → Authentic tests

Individual projects → Group projects

No feedback provided to learners → Feedback provided to learners

Speeded exams → Untimed exams

Decontextualized test tasks → Contextualized test tasks

Norm-referenced score interpretation → Criterion-referenced score interpretation

Standardized tests → Classroom-based tests.

According to the information provided above, traditional assessments seem to have no positive characteristics at all. However, this is not true. There are some advantages of the traditional tests just like there are some disadvantages of the alternative tests. To begin with, traditional assessment strategies are more objective, reliable and valid. This is especially true for standardized tests and other types of multiple choice tests (Law and Eckes, 1995). Alternative assessments, on the other hand, carry some concerns in terms of subjectivity, reliability and validity. Ecke and Law express their concerns by stating " coaching or not coaching, making allowances, or giving credit where credit is not due are critical issues that have yet to be addressed; we simply do not have answers yet" (1995, p. 47). While Bailey (1998) agrees with Law and Ecke about the reliability issue, she argues about the high validity in alternative assessments. She gives the portfolio example and claims that the wide variety of student products might cause reliability problems. However, the positive washback they provide to the learner as well as validity let portfolios be a widely used effective assessment tool (1998). Similarly, Simonson et al. claim that "proponents of alternative assessment suggest that the content validity of "authentic" tasks is ensured because there is a direct link between the expected behaviour and the ultimate goal of skill/learning transfer" (2000, p. 275).

As Law and Ecke (1995) mention, 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 cause 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). Rentz (1997) claims that unlike multiple-choice tests, which are practical to score, performance assessments are viewed quite time consuming to grade. While the first is machine scorable, the latter relies on human judgement.

The comparison of the traditional types of assessment and the alternative types of assessment can be outlined as in the chart below.

Table 3.

Traditional types of assessment vs. alternative types of assessment (McDonald, 1992).

Traditional Types of Assessment	Alternative Types of Assessment
Selecting a response	Performing a task
Contrived	Real-life
Recall/ Recognition	Construction/Application
Teacher-structured	Student-structured
Indirect evidence	Direct evidence

According to the chart provided above, the traditional types of assessment have many deficiencies. On the other hand, the alternative types of assessment seem more fair and effective with its advantages. If the alternative assessment types have many advantages and they are more fruitful in terms of both students and teachers, then the question is what type of alternative assessment can be more beneficial? The answer is as follows: alternative assessment methods are being used as a means for educational reform and portfolios are one of the most important steps of this educational reform. As

Woolfolk (1998) states portfolios are good example of student-centered teaching practices and methods that are consistent with constructivist and structured learning approaches. Now, it is time to analyze portfolios as an alternative type of assessment.

2.3.5 Portfolio as an Alternative Assessment

One of the alternative assessment types is the portfolio which has become very popular in the recent years. Although portfolio is simply a collection of student work, the meaning of collection itself can abound in diversity, which is apparent in different types of portfolios (Herman, Gearhart, and Baker, 1993).

One definition of portfolio is that it is a purposeful collection of student work that exhibit the student's efforts, progress, and achievements in one or more area (Paulson and Mayer, 1991). The collection must include students' participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection. A portfolio provides a complex and comprehensive view of student performance in context. It is the portfolio when the student is a participant rather than the object of assessment. It provides a forum that encourages students to develop the abilities needed to become independent self-directed learners (p. 60-63).

Another elaborate definition of portfolio is provided by Wolf & Siu-Runyan (1996) as follows: "A portfolio is a selective collection of student work and records of progress gathered across diverse contexts over time, framed by reflection and enriched through collaboration, that has as its aim the advancement of student learning" (p. 31).

People use portfolios in every field of daily lives. Architects use showcase portfolios to show their studies, photographers use product portfolios to display their works or even decorators use it to reflect their view or their best works. Portfolios are emerging as a significant tool for professional development and assessment competence (Woolfolk, 1998). In this study, the focus is on the portfolio in educational perspective. Portfolios can be used to see students' personal growth; however, it is important to bear in mind that a portfolio is not a collection of students' best work. Rather, it is a documentation of learning process, learning achievements and changes over time. As Foster, Walker and Song (2007) states lately, the teachers keep track of their students' individual progress by collecting their work in portfolios. The important thing is that in

portfolios what students want to save is important. The students' work (the product) and how it is created (the process) become data of a child who shows their progress in time. As it is seen, portfolio is not only "a product", but also it is "a process that shows progress" (Woolfolk, 1998). This shows that portfolio is a multi-dimensional assessment type and it helps learners to make sense of what they learned that they can actively take part in their own assessment process.

While keeping the learners' track through implementing portfolio as an alternative assessment method, there is one thing that teachers cannot ignore and that is the portfolio types. Before implementing portfolio assessment, teachers should consider the right portfolio types that can match the needs of learners' best so that they can get better results from teaching and learning process.

2.3.5.1 Portfolio Types

As mentioned above, in terms of implementing the MI activities through portfolios in this study, knowledge of the portfolio types can be helpful. There are many books and articles on the types of portfolios for the classroom. Despite the fact that there seems to be various types of portfolios in different resources, essentially there are three main types:

2.3.5.1.1 Product Oriented Portfolios:

The first type of portfolios is product oriented portfolios which is sometimes called Display Portfolios, Best Work Portfolios, or Achievement Portfolios. Product oriented portfolios are collections of work a student considers his or her best. The aim is to document and reflect on the quality and range of accomplishments rather than the process that produced them. It generally requires a student to collect all of her/his work until the end, at which time s/he must choose artifacts that represent work of the highest quality.

There are a number of ways to facilitate this process. Students can be left completely to their own devices to choose. A teacher can also establish parameters of

what a portfolio must contain and the quality an artifact must achieve to be included. For example, a math teacher may stipulate that a portfolio must contain evidence of the ability to successfully apply the concepts of mean, median, and mode. The teacher may also stipulate that these artifacts must have earned a certain score to be accepted into the portfolio. In this way, product oriented portfolios can be quite effective in holding students accountable for producing quality work. Finally, it is very common for each artifact in a product oriented portfolio to be accompanied by self-reflection, usually in writing, on why and in what ways the artifacts represent best work.

2.3.5.1.2 Process Oriented Portfolios:

The second type is the process oriented portfolios which are sometimes called "effort portfolios". This type of portfolios contains work that provides evidence of how works evolved and refined. Contents of this kind of portfolio might include all drafts leading to a completed product or a paragraph describing the roles a student played in order to move group work toward a common goal.

Both kinds of portfolios are used at all grade levels. It does turn out, however, process oriented portfolios are more common at the elementary level. It may be that teachers at these levels tend to be more concerned about individual growth than about determining specific levels of performance. Both kinds of portfolios are used at all grade levels.

Similarly, product oriented portfolios are more common at the secondary level. This is probably due to two factors. First, the higher stakes of grade point averages and test scores at these levels has created a more final result oriented learning environment. Second, older students generally have the higher thinking skills necessary to choose their best work wisely, as well as engage in self-reflection more deeply. Notwithstanding any of these points, neither type of portfolio is necessarily better suited for any grade level. It is usually a matter of preference, teaching style, or school culture. The process-portfolio may also match elementary teaching methods more readily.

2.3.5.1.3 Progress Oriented Portfolios:

A portfolio may also be designed as an instrument to keep track of and plan the owner's development. That is, the one that shows the growth and development of students as they progress from one learning stage to another. In such a case, it is referred to as a progress oriented portfolios which constitutes the third type (R. L. Wyatt & S. Looper, 2004). Progress oriented portfolios compares identical work samples over time in order to show student improvement or growth over time. These are sometimes called "work in progress" or "developmental portfolios". This portfolio contains work completed as first and last parallel assignments in either or both process and product tasks. It reveals the learners' growth in knowledge and ability over the course. Progress oriented portfolios demonstrate how the learners improved on those early efforts.

This type of portfolios might be formatted in a table with columns. The owner can then use rows to note work done on specific competences, the results of such work, and the planned nature and direction of further development. Obviously, the use of development portfolios only makes sense where there is room for individual the development. If, for instance, students all take the same courses, try to achieve the same goals and are tested in the same way, more efficient systems than a development portfolio are available for tracking and planning their development (Jan van Trtwijk and Erik Driessen, April 2004).

2.3.5.2 The Differences in Portfolio Types

All three types of portfolios are purposeful collections of evidence with thoughtful reflections. The difference between the portfolios revolves around three components:

1. The purpose of the portfolio,
2. What type of evidence is collected, and
3. How the evidence is collected (Bullock, 2004).

The "what" and "how" of evidence collection is a direct result of the portfolio's purpose. For example, in a process portfolio with a purpose of how works evolved and

refined, the "what" of evidence would be a collection of document that show the obtainment of teaching skills, while the "how" would be the developer's choice. As Bullock (2004) claims, for the product portfolio with the purpose of demonstrating the use of a specific teaching strategy, the "how" and "what" are the same for all developers. In a progress portfolio with the purpose of keeping track of student s' improvement or growth over time, the "how" and "what" of evidence are both determined by the developer.

2.3.5.3 Benefits of Portfolio Assessment

The benefits of portfolios can be examined from three perspectives: learners, teachers and parents. First of all, it seems better to see their benefits in terms of learners since the greatest benefits of portfolios are related with learners.

Students can benefit from portfolios in a variety of ways: First of all, portfolios involve students actively in the learning process thus giving them a more meaningful role in improving achievement (Hirvela and Pierson, 2000). Portfolios invite students to reflect upon their growth and performance in their own learning process as learners, thus both the process is an active process and the learners can be the active participants in this process. Secondly, portfolios enable students to see their weakness, strenghts 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, self reflecting and 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. The fact 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).

Not only students but also teachers can benefit from portfolios in various ways. First of all, portfolios are said to give back to the teachers their place in the 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

(Condon & Hamp-Lyons, 2000b). Additionally, portfolios are claimed to allow for the integrating of assessment and instruction (Paulson et al., 1991; Valeri-Gold et al., 1993). This can be explained, as both Brown & Hudson (1998) and Huerta-Macais (1995) claim, by the non-intrusive characteristics of the 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 the 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 the student growth by providing them with information from a variety of tests, tasks, and setting over time, thereby generating data to evaluate the effectiveness of the instructions as well. In addition to the benefits above, portfolios are said to prove fair grading and insight into students' performance by unmasking the process of learning which is concealed in the traditional assessment methods for students and teachers (Mullin, 1998). Also, through students' self-reflection, teachers can gain insight into individual differences in development and can have a deeper understanding of what students really know, and which strategies they use (Hirvela & Pierson, 2000). Later, teachers can use this information in portfolio conferences, and improved teacher-student dialogues about how the learning process occurs.

Lastly, parents can benefit from portfolios since portfolios involve parents and the community in taking measure of their children's academic achievement in the context of the school curriculum rather than as measured by more ambiguous standardized tests and grades (A. Epstein, 2004).

The benefits mentioned above were explained to the students in their native language at the beginning of this study, hence the students are expected to understand why the MI activities through portfolios are used instead of the traditional assessment methods. The data gathered from 26 students participating in this study revealed that students perceived themselves as partners in the portfolio assessment, that they thought that setting their own goals was fair, and that they perceived the portfolio process as helpful in their development as language learners (Young, Mathews, Kietzman, & Westerfield, 1997).

Despite the fact that portfolios have a number of benefits in terms of teachers, students and parents, they have some challenges as well. Beside their benefits, it seems

important to view the challenges of portfolios in terms of diminishing their effects during the study.

2.3.5.4 Challenges of Portfolios

The challenges of portfolios can be grouped into five headings: need for professional training, time demands, design decision issues, difficulty in integrating into the school system and assessment qualities, such as reliability and validity.

The necessity of sustained professional development for teachers and administrators to support portfolio implementation is emphasized by Gottlieb (2000). A study administered by Johns and Van Leirsburg (1992) on teacher attitudes towards portfolio assessment indicates that teachers who have had portfolio training and experience in implementation of portfolios tend to be more favourable toward portfolios as an assessment tool than teachers who have no training and experience. Training the instructors is not only important to affect the instructors' attitudes towards the portfolios positively, but also to provide them with necessary information for guiding the students in the portfolio assessment. As previously mentioned, portfolios encourage students independence and responsibility over their own learning. However, as Moje et al. articulate, independence and responsibility do not occur automatically; they are skills to be learned just as reading, writing or any other skill. For this reason, instructors need professional assistance on how to guide students to become more independent and active learners.

The second challenge of the portfolio assessment is related with time. Portfolios can be seen as a time consuming assessment tool for teachers and staff, especially if portfolios are done in addition to traditional testing and grading (Epstein, 2004). The portfolio assessment tends to increase the workload for teacher. This is found to be unsurprising when eliciting, collecting, handling, judging and scoring portfolios are considered (Larson, 1996; Mullin, 1998; Gottlieb, 2000). Further, the teachers also help students develop their portfolios while reading and rating the portfolios on a regular basis during the year and this increases the amount of time needed for the portfolio implementation. Because of these reasons, most of the schools and colleges still use test scores and grades as primary admissions criteria.

Thirdly, portfolios may lend themselves to controversies concerning design decision issues as well. Design decisions involve reaching agreement on portfolio contents and grading criteria (Brown & Hudson, 1998). All the design decision dimensions in portfolio assessment will have an impact on these two areas: what contents will be included (e. g., drafts and final copies only) and who will determine them (teachers, students, or some other source). The forms of judgement, whether there will be grades, analytic or holistic scoring, or only teacher commentary, are problematic. Further, who will determine the grading criteria, and how they will be established are also matters of issue.

In addition to the controversies concerning design decision issues, portfolios are often difficult to integrate meaningfully into the school system where very high stakes are placed on comparative student ranking and standardized tests (Epstein, 2004) (p. 2). Data from the portfolio assessment can be difficult to analyze or aggregate, particularly over long periods of time. For this reason standardized tests seems more favorable by many school authorities.

Finally, when assessment qualities are concerned, portfolios might be challenged by one of their major strengths. The variability of tasks, assignments and procedures within a single portfolio assessment makes it difficult to establish firm criteria or scoring standards (Hamp & Lyons, 1996). Being environmentally sensitive and reflecting each student's unique performance, the portfolio assessment can be vulnerable to validity and reliability concerns.

2.3.5.5 The Need of Using Portfolio in the Classroom

In spite of the fact that portfolios have some challenges, they are widely used as an assessment tools in many countries. The reasons can be various as they are noted below:

Because students invest their work with the meaning, understanding, and purpose - when they feel their work is considered for those qualities.

Because looking at the things those students make-pictures, stories, journals, maps, projects, provide a view into the individual and the learning environment.

Because the longitudinal view of children's works provide a picture and a profile of growth, progress, and continuity over time.

Because portfolios provide assessment based evidence of students 'efforts, not a list of test scores (Seidel et al., 1999).

2.3.5.6 Requirements of Portfolios:

The portfolio is an important tool and it has some requirements. According to the teacher education researchers, the portfolios should be;

- Purposeful and selective
- Diverse and ongoing, and
- Reflective and collaborative (Sadker & Sadker, 2000).

Additionally, the portfolio assessment demands authenticity because the making of portfolio mirrors real world circumstances. Also, the portfolio must include student participation in selecting contents; the learners should participate in the content selecting process, thus the contents address their interests and needs. Later, criteria for selecting the work for inclusion into the portfolio must be present; and criteria for judging the merit of work must also be present (Mcmillan, 1996). Lastly, there should be some evidence of student reflection presented in the portfolio because learners are expected to take ownership for assessing their own learning. Students can focus on the process of their own learning and be able on make modification to their work before submitting a final product. As Woolfolk (1998) articulated before, portfolio is a multi-dimensional assessment which helps learners making sense of what they learned. Further, the learners can actively participate in their own assessment process through portfolio. In this sense, portfolios remind us of a theory which addresses the learners' multi-dimensional sides through various activities designed according to each intelligence and which leads learners to be active participants of the process. Clearly, that is: Multiple Intelligences! Then why these two terms are not used together to improve the learning and the assessment process. Portfolios have already been mentioned widely in the previous sections. In order to implement multiple intelligences activities through portfolios, seeing all dimensions of the multiple intelligences theory

will be useful for the results of this study. In the next part, the multiple intelligences theory and the learning styles will be analyzed.

2.3.6 Multiple Intelligences and Portfolio Assessment:

Despite the fact that multiple intelligences and the portfolio assessment are two different terms used in the educational process, there is a close connection between them. Stefanakis (2002) uses portfolio assessment as a way to assess children's work across the full range of valued intelligences, without setting a bridge too far. That is, without trying to "read" the child's individual intelligences by looking at his/her work.

Portfolios help teachers to *collect* portfolio data, encourage students to select pieces for inclusion in a portfolio, and reflect on the work and the processes by which it was made (and also to generate strategies for improvement) (Stefanakis, 2002).

The MI and portfolios personalize learning. The relationships and roles of teachers and students change when these assessment alternatives are implemented. The traditional psychometric assessments ask children to repeat what adults think they should know and never ask students to evaluate their own work. This excludes the students from the assessment process, and all they have to do is waiting for the scores to be delivered. Most notably, there is a fundamental change in power relationships in the classroom. Portfolios allow the teacher to "sit beside" the learners rather than "stand over" them, a power sharing arrangement by allowing students to participate in their own assessment; a more favorable classroom climate is created, with great benefit to the personal and emotional development of children, not to mention their academic progress (Stefanakis, 2002). Not only does this study show how assessment restricts what students can do, but also it shows how focusing on individual learners yield all sorts of benefits for the community.

"MI and Portfolios" ably delivers on the promise inherent in the MI theory's call for intelligence-fair assessment. Stefanakis (2002) describes assessments that capture all of the children's abilities, not just the ones easily captured on tests. And she makes compelling the case that such assessments transform the classroom into a more nutritious place for each individual child. Moreover, this kind of nutritious place

increase students' motivation, thus they become more curious about the language learning process. Further, various activities based on the MI theory arouse students' curiosity and they become eager to participate in the activities. As they involve in the process they feel more confident and their confidence clearly diminishes their anxiety.

Collecting work samples from learning activities allows teachers to consider the student in regard to several of Gardner's intelligences. Teachers can reflect more deeply on their work to create a more personalized and effective program for each child. People have at least eight different specialized intelligences, not a single all-purposes one. There is more to the child than what the test scores show. The MI appeals to educators focused on diversity issues concerning language, culture, ethnicity, gender, and other issues.

The MI theory calls diversification of educational practices to encompass the multiple intelligences, in terms of curriculum and instruction (planning and delivery of units and lessons) as well as assessment (evaluation of learning outcomes) (Gardner, Torff, & Hatch 1996). With the help of the MI activities, the teachers can design different activities and with the help of portfolios, they can turn the assessment process into a more concrete process where the students can actively take part in.

The table below can be helpful for the teachers during this process.

Table 4.

Reflections on Using Activities Based on the MI Theory (Stefanakis, 2002)

Multiple Intelligences reflections on how they are used in my classroom	Examples of how I address target intelligence Area(s)	Areas where I can emphasize this intelligence more	Ideas for portfolio implementation
Logical/Mathematical			
Visual/Spatial			
Bodily/Kinesthetic			
Musical/Rhythmic			
Intrapersonal/Reflection			
Interpersonal/Social			
Naturalistic/Nature			

The MI theory is a departure from the "usual psychometrics ", that is the practice of giving students multiple choice tests for the making of important educational decisions (e. g, college admissions). Such tests filter the individual various intelligences through the logical – mathematical and linguistic intelligences – the ones involved in the testing procedure. As a result, typical testing procedures provide a distorted view of all the intelligences and grossly underemphasize the visual-spatial, musical bodily-kinesthetic naturalistic, intrapersonal, and interpersonal intelligences.

Each student has a unique set of abilities, but we do not approach the teaching task with a collection of strategies to accommodate their individuality. Not all students will demonstrate their highest potential in the traditional "lecture and take notes" classroom. The Multiple intelligences theory suggests that students whose strengths are not in the linguistic or logical-mathematical realm may still have an opportunity to succeed if they are taught differently.

The MI theory does not advocate abandoning traditional models of education. Rather it legitimizes methods of instruction that might otherwise be considered more progressive, experimental, and active.

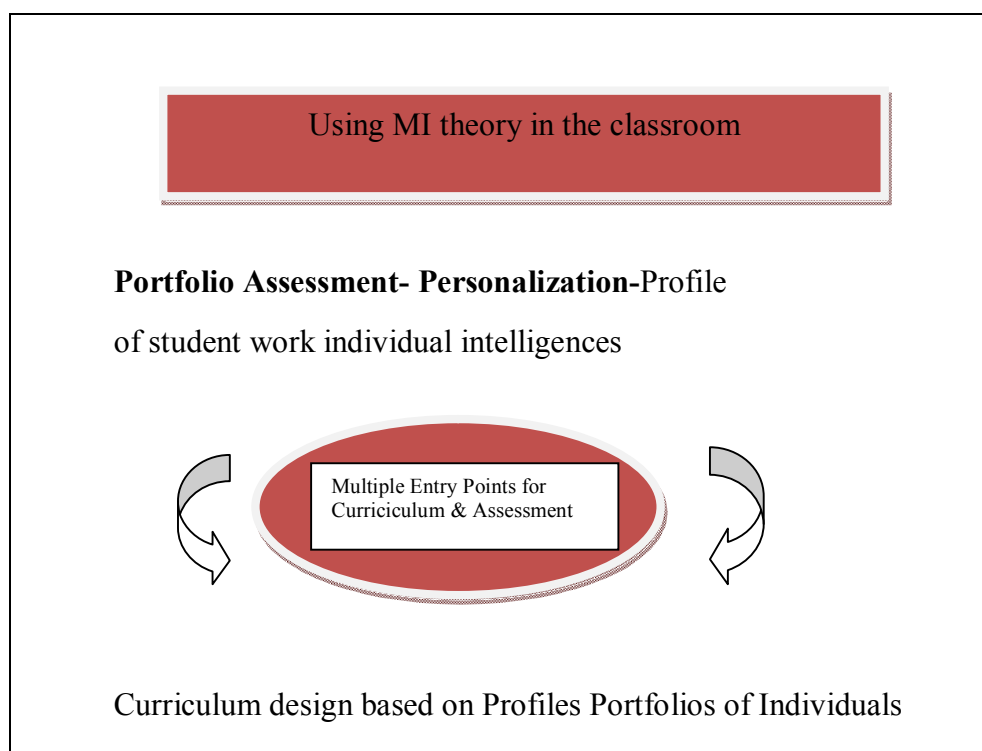


Figure 4. Using multiple intelligences theory in the classroom (Stefanakis , 2002)

2.4 Conclusion

In this chapter, first of all, assessment, assessment is reviewed. Second, principles of constructivism were discussed, thus the reasons of the need for alternative types of assessment were illustrated in the light of the principles of constructivism. Further, constructivist teaching practices were presented in order to enhance the language learning process and the classroom atmosphere. As previously mentioned, according to constructivist teaching practices constructivist teachers should provide various activities based on the learners' intelligences, so following the principles of constructivism, multiple Intelligences theory, the eight intelligences and the learning styles were analyzed. Taking MI as a learning theory of this study, assessment types were discussed and traditional assessment methods and alternative assessment methods were examined. Then the comparison of traditional and alternative assessment methods was presented. Due to the fact that alternative assessment methods are more beneficial for the language learning process, portfolio as an alternative assessment tool was examined in detail. Later, the difference between traditional assessment and portfolio assessment is discussed, thus the reason why portfolio assessment was implemented in this study was explained. As the focus of this study is the multiple intelligences activities through portfolios, the connection between the MI and portfolio and how they were combined are taken into consideration.

In the following chapter, the information related to the participants taking part in this study, the materials and instruments used to collect data, procedures followed while preparing the research instrument and how the data are analyzed will be presented.

CHAPTER 3

METHODOLOGY

3.0 Introduction

The aim of this chapter is to investigate the effects of MI activities through portfolios as an alternative assessment method. Keeping this aim in mind, in the first stage the fifth grade state school students' attitudes toward traditional methods of assessment was investigated. At the end of the first stage, the first questionnaire (see Appendix 1) was used in order to see students' attitudes toward traditional methods of assessment. Later, the new implementation which is MI activities through portfolios as an alternative method was implemented in the second stage of this research. Following the second stage, the second questionnaire (see Appendix 2) was carried out with the aim of seeing the students' attitudes toward this new assessment method. The results were analyzed and the effects of MI activities through portfolios as an alternative method were investigated.

This study addressed the following research questions:

1. What are the effects of traditional assessment methods on language learning and the assessment process?
2. How do learners feel about traditional assessment types?
3. Do learners actively participate in their language learning and assessment process through traditional assessment types?
4. Is there any relationship between the MI activities through portfolios and effective assessment process?
5. If so in what way do MI activities through portfolios help learners in order to improve language learning and assessment process?
6. Do MI activities through portfolios create an atmosphere where the learners feel more enthusiastic, relaxed and willing to actively participate in their language learning and assessment process?

7. Does the language learning and assessment process improve at the end of the study?

8. How do learners feel about MI activities through portfolios?

This chapter covers the participants, research design, the materials, the research procedures, data analysis. First, participant of this study will be presented.

3.1 Participants of the Study

This study was carried out with 26 fifth grade students in Sarıyar Primary School in Sivas. The participants were among 9-12 years old and they were all native speakers of Turkish. At the time of the research the students were learning English for one year. During the implementation, they were supposed to have three hours of English weekly. The implementation was administered in Sarıyar Primary School which is a state school in a village in Sivas. The reasons why this school was chosen for this implementation can be grouped under two headings;

First, a state school was preferred for the implementation because the state schools outnumber the private schools and in most of the private schools in big cities MI activities and portfolio has already been used, so the students in such schools already know about these terms. On the contrary, the learners in this kind of far away state schools have not heard about either MI or portfolio before, for this reason these terms are totally new for them and this made the implementation more reliable. Moreover, since these two terms –MI and portfolio- are new for the students, they were quite eager during the implementation which helped to get more accurate results.

Second, the school where the researcher was working during the implementation was preferred. This provided the opportunity to see each step of this implementation which helped to gather more accurate results and which helped the researcher's job as an observer, interviewer and note-taker.

The study was administered nearly through the second academic term in 2009 beginning from January to the end of 2nd week of April. The second term was preferred for implementation since it was not wanted to intervene the study by national holidays

and the mid-term. The English language learning backgrounds were the same, up to beginning of the 5th class second term, when the implementation started, the learners 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. While choosing the participants, 5th grade students were preferred rather than 4th grade on account of the fact that 5th grade students have already learned English for one and half year thus English was not something new for them but only the new implementation was new. The text book -Time for English-, which has been supplied by the Ministry of National Education at the beginning of the school year, was used and it covers the syllabus for 5th grade students.

3.2 Research Design

This study is a qualitative research. Qualitative studies are divided into different types according to the aims of each qualitative research. Meriam (2002) states the types according to the aims of each qualitative research as

- Basic Interpretive Qualitative Study
- Phenomenology
- Grounded Theory
- Case Study
- Ethnographic Study
- Narrative Analysis
- Critical Qualitative Research

(Postmodern or Post Structural Qualitative Research (p. 3-10).

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, the data are obtained via, field-notes, and document analysis – portfolios - (Meriam, 2002). The analysis and interpretations are done according to the researchers' understanding depending on the participant's perspectives and the written documents consisting of students portfolios. In the study, the aim was to see how MI activities through portfolios affect the learners' language learning and assessment process and how learners make sense of experiences with MI activities through portfolios. It was administered inductively which made the learners form their own findings obtained from field notes which were interpreted inductively and document analysis (the learners' portfolios) were shown descriptively through interpretations. On the other hand, the results of the two questionnaires were analyzed deductively. The findings will be presented in the next chapter under data analysis and results.

3.3 Research Procedure

The central concern of this study was to investigate the effect of MI activities through portfolios for young learners as an alternative method. The study took place in Sarıyar Primary School in the second term of 2008-2009 academic years, in two and half months which is 12 weeks and was administered with 26 fifth grade students.

The study was administered in two sections. The first part of the study consists of six-week program that traditional types of teaching and assessment implemented. In the second section of the study, MI activities through portfolios as an alternative method were implemented for six weeks. The procedure followed for the period of the study is

shown in table 5 and table 6 in detail. As it is seen in Table 5, during the assessment of the traditional types, a seminar was administered to explain the first six weeks implementation. The learners were informed about the research procedure and the assessment tools. At the time of the study observation check lists were filled up and a questionnaire was implemented at the end of the program. Then again a seminar was administered for the new implementation. First, the learners were informed about Multiple Intelligences theory and the eight intelligences were explained in detail with the help of OHP. Then the learners were informed about portfolio and research procedure was explained. Specially designed activities were administered at the time of the study and portfolios were used as an assessment tool as it is seen in table 6. In order to determine students' intelligences, observation check lists were used. Because according to Armstrong (1994), observation was the best way to understand a student's intelligences. In addition to observation and checklist, Armstrong suggested some ways in order to understand student's intelligences: These were;

1. *Collecting Documents*: Collecting photos, sketches, audiocassettes, and colorful photocopies help the teacher in MI assessment.

2. *Looking at the School Record*: Using specific test from the past can give information about students' multiple intelligences.

3. *Talking with other Teachers*: Information about student's interest can be collected from the other teachers. (Music, art, maths, literature)

4. *Talking with Parents*: Parent-teacher conferences may provide a wide understanding of the child's learning style.

5. *Asking Students*: Students can be consulted about their abilities in each area.

6. *Setting-up Special Activities*: Setting up activity centers for each intelligence provide opportunities for seeing how students function in each area or towards which area students naturally gravitate when they are free to choose.

At the time of the study, special activities related with each intelligence were implemented and before the design of these activities negotiations with other teachers like music or art was held according to the type of intelligences. As Armstrong mentioned above, observation is the best way in order to determine the learners' intelligences. Hence, field notes were taken at the end of each topic these will be discussed in detail in the following part under the title of data collection.

Table 5.

The stages of the traditional types of assessment

Week	Date	Activity	Researcher's Role	Learner's Role	Topic	Aim
1.	January, 2009 3. week	Pre-testing Teaching	Informer	Listener Note taker	Cartoon characters Cartoon movies	To determine the learners' present knowledge of grammar through pre-test
2.	January, 2009 4. week	Teaching	Informer	Listener Note taker	Cartoon characters Cartoon movies	To teach the target topic
3.	February, 2009 1. week	Quiz and multiple choice testing	Tester Evaluator	Listener Participant of the assessment process	My favourite activities Leisure time activities	To check whether students have learned the target topic through multiple choice test items
4.	February, 2009 2. week	Teaching	Informer	Listener Note taker	My favourite activities Leisure time activities	To teach the target grammar topic through reading passages
5.	February, 2009 3. week	Teaching	Informer	Listener Note taker	Farm life A farmer and his family	To test the knowledge of the students through test items and reading passages
6.	February, 2009 4. week	Written exam	Process Evaluator	Listener Participant of the assessment process	Farm life A farmer and his family	To assess the whole six-week program To check if students have learned the whole program

Table 6.

The stages of Multiple Intelligences activities implementation through portfolios.

Week	Date	Activity	Researcher's Role	Learner's Role	Topic	Aim
1.	March, 2009 1. week	Imaginary garden activity with different fruits and vegetables mask	Guide teacher Observer	Group member Active resident of the imaginary garden	Likes & Dislikes Favourite dishes	To introduce the topic To help students acquire basic fruits, vegetables and dishes. To teach students to talk about their likes and dislikes To address visual and kinesthetic and naturalist learners with a simple story telling activity
2.	March, 2009 2. week	Story telling "yummy" song Delicious food drums activity Art craft activity	Guide teacher Collaborator Activity organizer Chorus director	Active participant of the activity Chorus member Role player	Likes & Dislikes Favourite dishes	To help students asking about their likes and dislikes. To consolidate the topic To address musical intelligence with the "Yummy" song and to address kinesthetic and inter-personal intelligences with "fruit drums" To involve students in the class through role play
3.	March, 2009 3. week	"Who am I?" guessing game Occupations song	Guide teacher Chorus member Observer	Chorus member Learners in different occupations	Personal possessions Professionals and their tools	To help students acquire professionals and their tools To address students visual, linguistic and kinesthetic and interpersonal intelligences through the "who am I" game.

4.	March, 2009 4. week	Occupations and their tools (drama activity) Art craft activity Hide and elicit	Guide teacher Activity organizer Group member	Group member Chorous member	Personal posessions Professionals and their tools	To teach asking about occupations To consolidate the target topic and make students enjoy through the song and game To address learners' musical, mathematical, intrapersonal, and kinesthetic intelligences
5.	April, 2009 1. week	Drama Making a jumping rope	Guide teacher Group participant Collaborator	Role player Group member Activity designer	Health problems Aches and pains	To introduce the topic To address learners' visual, kinesthetic and interpersonal intelligences
6.	April, 2009 2. week	Art craft activity Jumping rope	Team leader guide teacher questioner	Team member	Health problems Aches and pains	To teach asking about illnesses To consolidate the target topic and make students enjoy through the song and game To address learners' visual, musical, mathematical, intrapersonal, and kinesthetic intelligences

3.4 Data Collection Tools

This study was carried out for two and half months from the beginning of January until the 2nd week of April. It was carried out in two stages; traditional assessment methods stage and the implementation of MIP stage. The data collection of this study was done during and at the end of each stage. This procedure can be examined under four headings; questionnaires, field notes, students' portfolios and interviews.

3.4.1 Questionnaires

The main aim of this study was to investigate the effects of the implementation of MIP. Hence, it might be better to see the effects of traditional assessment types first so that the comparison of these two assessment models could be made and the effects of the new implementation could be seen more clearly. Thus, the two different questionnaires were prepared and administered during the implementation. The questionnaires were administered to all the students in the chosen class, totally 26 participants. The first questionnaire elicits the students' attitudes towards traditional assessment methods and was administered at the end of traditional types of assessment application. The second questionnaire elicits their attitudes towards MIP and was administered at the end of the second implementation. The results of these two questionnaires was examined in detail in the next chapter under the title of data analysis.

3.4.2 Field Notes

In quantitative studies, there are various methods to be used to obtain data. Field-notes are one of the major resources of many researches. They are filled with descriptions of people, places, events, activities, and conversations. In addition, they are important due to the fact that they provide reflections, ideas and also researcher's own

biases (Glesne and Peshkin, 1992). The field notes can be mental field notes that consist of discussions or observations, or full field notes which contain everything during the study. Jotted field-notes in view of the fact that we only since the most important events since it seems more suitable for the air of the study. According to Glesne and Peshkin (1992), field notes can be descriptive and analytic. The former aims to describe the most focused observation, just sets the scene, not analyze or explain. The latter takes account of not only descriptions but also researcher's feelings, reflections, interpretation and analysis of the events. In addition, Bogdan and Biklen (1992) describe the contents of field-notes as portraits of the subjects, reconstruction of dialogue, description of setting, accounts of particular events, description of activities, observers' behaviour, and reflection.

In the present study, analytic field-notes were used including personal interpretations and reflections about each implementation including the weak and strong points of them, the learners' reactions and so on. A form for field-notes was improved in order not to miss any significant points and in order to use the time effectively during each implementation (see Appendix 5). Throughout the first and the second stages of the study, the filed notes were taken randomly by the researcher. Some examples will be given in order to see the atmosphere of each stage.

Extract 1:

Date: 19.01.2010

The topic of the day is "cartoon characters". At the very begining of the class reading activity was done with the students. Some of them read the passages and but some of them who are not academically successfull were drawing the cartoon characters instead of attending the reading activity. After the reading activity, true-false questions were answered. Some of the students seemed bored and they were staring at the clock on the wall".

Extract 2:

Date: 22.02.2010

Today is the the exam day. In the first hour, the students wanted to study for the exam. One of the student articulated that he do not want to attend the exam because he already knows that he will get 1 or 2 and will fail the exams. He said "I always get low marks, then there is no need to attend in the exam, you can directly give me a low mark".

Extract 3:

Date: 03.03.2010

Today the topic is likes and dislikes including favourite dishes. Before the beginning of the class, I hide the food cards in different places in the classroom. Then, I grouped the students, groups of four, and told them to find the hidden food cards so that we can form our imaginary garden. The best garden will get the prize. After a few minutes the class turned into a play ground and all of the students were involved in the activity, even the most naughty and lazy ones".

Extract 4:

Date: 20.03.2010

Today's topic is professionals and their tools. I entered the classroom with a police cap and a toy gun. The students really liked it and wondered what will be happen next. I continued with the "who am I" activity to attract their attention. Nearly all of the students wanted to be a policeman because of their favourite series on TV. I think they love it".

3.4.3 Students' Portfolios

Portfolios are such rich documents that they allow teachers to see the big picture of students' growth by providing them with information from various tasks and concrete products. According to Sadker (2000), portfolios mirror the effectiveness of learning and teaching process because they provide assessment based on evidence of students efforts, not a list of test scores. Looking at their advantages mentioned above, it was not surprising that the students' portfolios were one of the main data collection tools in this study, because they provide almost all the examples of each topic for the study. In this study, MI activities through portfolios were implemented for six weeks and three topics – likes and dislikes, professionals and their tools and health problems - were taught in order not to intervene the curriculum. The students were supposed to be assessed according to three products; delicious food drums, "how I feel" jumping rope and "who am I" masks and according to their performances in the activities with these products.

During the second implementation it was observed that although some of the students hesitated to take part in the MI activities, later most of the students were actively participating in the activities. The students were very creative while preparing their portfolios and did great job. During the interaction sessions, they collaborated with their friends, tried to correct their mistakes and this shows that the new implementation enhances the group-work and cooperation. At the end of the interaction sessions, the best works of the students' were displayed on the school's notice boards and this encouraged the students to prepare better works.

3.4.4 Interviews

Morgan (1988, cited in Bogdan and Biklen, 1992) defines the interview as a purposeful conversation, usually between two or sometimes more people directed by one who is trying to get information from the other (p. 96). Glesne and Peshkin (1992) talk about mentioned three categories of interviews:

- a) Structured interview in which the researcher has specified questions to ask,
- b) Open interview which may be following unexpected leads occurring during the interview, and
- c) Dept-probing which practices all points of interest with different terms like explain, clarify, describe. Furthermore, Patton (1990) classified qualitative open-interview under three titles; the informal conversational interview, the general interview guide approach, and the standardized open-ended interview (p. 280). The informal conversational interview depends on the spontaneous formation of the question in a conversational environment; the interviewee may not realize they are being interviewed. The general interview guide approach includes a session for making an outline with the interviewee. There is not a specific order in wording questions, but at the end of the interview an interview checklist is given to the interviewee to check if everything outlined before has been covered or not. The standardized open-ended interview involves a number of questions prepared and organized cautiously. The order and the wording of the questions are the same for each interviewee.

In the present study, a standardized open-ended interview was used. There are some reasons for choosing this type of interview. First of all, increasing the

generalizability of the study through the answers of same questions from different participants was desired. Secondly, once you need the same answer from different participants in a limited time, a standardized open-ended interview will be very helpful for the researcher (Patton, 1990) lastly; standardized open-ended interview makes data analysis easier by putting each answer for the same question into the same category which helps the researcher very much.

In the present study, the following research questions (2 and 8) were asked to the randomly chosen students.

Research question 2: How do learners feel about traditional assessment types?

Research question 8: How the learners feel about MI activities through portfolios?

Extract 5:

"I don't like school test, because they are hard, I can not get high marks, just Sevgi, Saniye and Nurullah likes them because they get the highest marks in the class. I do not want to study for them because I will be a footballer".

Extract 6:

I like my portfolio very much. I put my favourite works in it according to our activities in the classroom. Last week, my professional masks were chosen the best work in the classroom and we put them on the wall. Our teacher gave me colourful sticks and I showed them to my mum.

Extract 7:

"I like the new implementation because the lesson is very enjoyable. We sing songs, sometimes dance with our teachers and play games. Then we come together with our friends in their houses and prepare our portfolios according to the activities. Emine always helps me. I can do beautiful portfolios and my teacher likes them very much".

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.0 Introduction

This chapter presents a discussion of the results on the obtained data in the light of the following research questions.

1. What are the effects of traditional assessment methods on language learning and the assessment process?
2. How do learners feel about traditional assessment types?
3. Do learners actively participate in their language learning and assessment process through traditional assessment types?
4. Is there any relationship between the MI activities through portfolios and effective assessment process?
5. If so in what way do MI activities through portfolios help learners in order to improve language learning and assessment process?
6. Do MI activities through portfolios create an atmosphere where the learners feel more enthusiastic, relaxed and willing to actively participate in their language learning and assessment process?
7. Does the language learning and assessment process improve at the end of the study?
8. How do learners feel about MI activities through portfolios?

4.1 Results

The research techniques of the current study were primarily based on the data obtained from the questionnaires, interviews, field-notes, and participant's portfolios (see chapter 3). Data for this study were collected from the students during and at the end of the study. Two different questionnaires were administered at the end of the each stage in order to see the students' attitudes towards the traditional assessment methods and the implementation of MIP. During the first stage, the students were observed and some field notes were taken to reflect the atmosphere of the application. Further, following the application, the first questionnaire was administered. During the second implementation, again the students were observed and some field notes were randomly taken and the participants' portfolios were collected and evaluated. At the end of the implementation, interviews were done with randomly chosen students through related research questions. Field notes, students' portfolios and interviews were analyzed in the previous chapter in detail. In this chapter, the analysis of the questionnaires and the findings will be discussed in detail.

The discussion will be based on these research questions as follows:

- The students' feelings about the traditional assessment methods (research question 1)
- The students' feelings about the implementation of MIP (research question 8)
- The effect of traditional assessment methods on language learning and the assessment process (research question 2)

The effect of the implementation of MIP on learners' language learning and the assessment process. (research questions 4, 5, 6, 7)

4.1.1 The Analysis of the Questionnaires

The analysis of the questionnaire was done using the cross-case analysis method. In the cross-case analysis, each participant's answer for the same-formed questions is analyzed together so as to raise the generalizability of the research. Since the aim in

applying the questionnaire was to find out the effects of traditional assessment methods and the implementation of MIP on language learning and assessment process and the attitudes of the participants.

The questionnaires was administered to all the students in the chosen class, totally 26 participants consisting of 17 female and 9 male students at the end of each stage. The first questionnaire elicits students' attitudes towards the traditional assessment methods and the second questionnaire looks for the effect of the implementation of the MIP for young learners. The questionnaire statements were chosen in the light of the research questions (see appendix 2 and 4). Both of the questionnaires were administered in their Turkish forms so the students could understand the statements in their native language and the second questionnaire was used as a scale to compare the results. The findings will be presented as follows:

4.1.2 The Implementation of the MIP Scale and Reliability Analysis

In order to examine the form validity for the implementation of the MIP scale, factor analysis was applied. First of all, Kasiyer Meyer Olkin (KMO) and Barlett Sphericity tests were applied with the aim of understanding the results of the factor analysis if they are beneficial and convenient and whether the results are convenient to apply factor analysis or not. The following table outlines the results;

Table 7.

Kasiyer Meyer Olkin and Barlett test results

Kasiyer Meyer Olkin (KMO)		0, 688
Bartlett Sphericity Test	X ²	244, 279
	Sd	55
	P	0, 000*

According to the table, it was found out that the value of Kasiyer Meyer Olkin (KMO) is 0, 688. It reveals that the results of factor analysis are convenient and useful for the data. According to the Bartlett Sphericity test results there were no meaningful

high rate relations between variables, thus it is concluded that the data are convenient for factor analysis (X^2 : 244, 279, Sd: 55 $P < 0,05$).

In the results of factor analysis, as a result of content validity, it was seen that 11 statements of the scale scattered 2 factors and it was seen that all the factor loadings were over 0,500. The explanation rate of these two factors over the whole scale is %73. This rate for each statement, the distribution of the 11 statements of the questionnaire and the factor loadings were outlined in the table below:

Table 8.

The Implementation of MI Activities through Portfolios Scale and Variance Results Table

Factor	Initial Eigen Values			Total Factor Loadings (Transformed)		
	Total	Variance % Results	Cumulative	Total	Variance % Results	Cumulative
1	6,198	56,349	56,349	6,198	56,349	56,349
2	1,883	17,123	73,471	1,883	17,123	73,471

The following table below shows the factor loadings of the MIP scale with its sub-group.

Table 19.

The factor loadings of the MIP scale with its sub-groups.

Statement No	Sub-group 1	Sub-group 2
3	0,842	
4	0,825	
5	0,878	
7	0,832	
11	0,747	
1		0,659
2		0,871
6		0,719
8		0,628
9		0,697
10		0,697

According to the table above, it is seen that the 11 statement of the questionnaire were divided into two sub-group. The first sub-group consists of 5 statements (3rd, 4th, 5th, 7th, 11th statements) and the factor loadings of this group changes between 0, 747 and 0, 878. The second sub-group consists of 6 statements (1st, 2nd, 6th, 8th, 9th, 10th statements) and the factor loadings of this group changes between 0, 628 and 0, 871.

The table below shows the reliability results for the scale.

Table 10.

Reliability results

Scales	Statement number	Cronbach Alfa	Reliability of the Scale
MIPscale	11	0, 908	High
1. Sub-group	5	0, 907	High
2. Sub-group	6	0, 860	High

According to the reliability analysis results, it was found out that the Cronbach Alfa value of the implementation of MIP scale which consists of 11 statements is 0, 908, the Cronbach Alfa value of the first sub-group is 0, 907 and the Cronbach Alfa value of the second sub-group is 0, 860. Thus it can be concluded from the values that the reliability of MIP scale is rather high which shows the highly reliability of the MIP scale.

The variance, the factor loadings and the reliability results were illustrated and examined above. The following table shows the comparison of the two questionnaires and their sub-groups. Further it presents the standard deviation, the t test and the p test results in order to evaluate the effectiveness of the two questionnaires.

Table 11.

The comparison of the two questionnaires and the sub-groups

Scale	Method	N	Mean	Std. Deviation	t	p
The implementation of MI activities scale (Min: 11, Max: 55)	Traditional M	A. 26	17, 69	6, 367	-18, 494	0, 000*
	MI Portfolios	& 26	50, 92	3, 979		
Sub-group 1 (Min: 5, Max: 25)	Traditional M	A. 26	7, 42	3, 613	-16, 883	0, 000*
	MI Portfolios	& 26	23, 38	2, 155		
Sub-group 2 (Min: 6, Max: 30)	Traditional M	A. 26	10, 27	3, 516	-17, 123	0, 000*
	MI Portfolios	& 26	27, 54	2, 177		

As can be seen in the table, the mean is 17, 69 for the implementation of MI activities , on the other hand the mean of the taraditional assessment methods is 50, 92. According to the paired sample t test results, it is found out that there is a meaningful difference between the traditional assessment methods and the MIP in terms of the the implementation of MIP scale (t: -18, 494, $p<0.05$). It shows that the implementation of the MIP is a more effective method than the traditional assessment methods.

For the second sub-group, the mean of the traditional assessment methods is 10, 27; however, the mean of the MIP is 27, 54. According to the applied paired sample t test results, there is a meaningful difference between traditional assessment methods and the implementation of the MIP in terms of the second sub-group. (t: -17, 123, $p<0.05$). For the second sub-group, the implementation of MIP is a more effective method than the traditional assessment methods.

The table below outlines the students' answers to each question and their means.

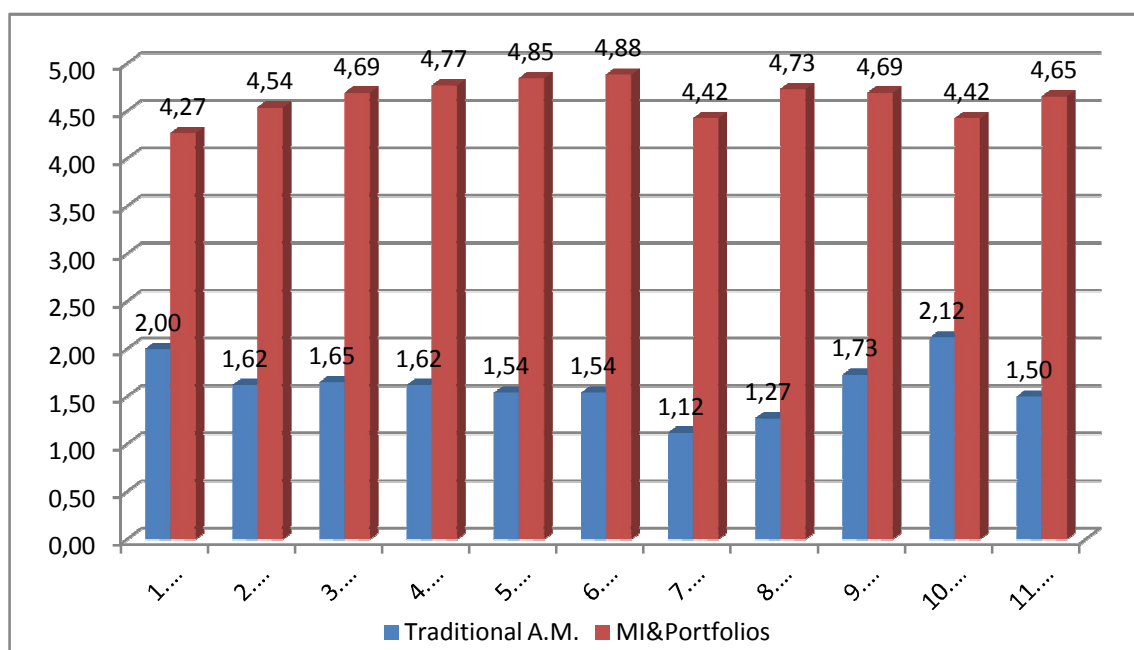
Table 12.

Traditional Assessment Methods vs. the Implementation of MIP

Statements	Questionnaires	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Total		Mean
		N	%	N	%	N	%	N	%	N	%	N	%	
1	Traditional A. M	3	11,5	20	76,9	3	11,5	0	0,0	0	0,0	26	100	2,00
	MI & portfolios	0	0,0	0	0,0	2	7,69	15	57,69	9	34,62	26	100	4,27
2	Traditional A. M	16	61,5	5	19,2	4	15,4	1	3,8	0	0,0	26	100	1,62
	MI & portfolios	0	0,0	0	0,0	3	11,54	6	23,08	17	65,38	26	100	4,54
3	Traditional A. M	16	61,5	5	19,2	3	11,5	2	7,7	0	0,0	26	100	1,65
	MI & portfolios	0	0,0	0	0,0	1	3,85	6	23,08	19	73,08	26	100	4,69
4	Traditional A. M	17	65,4	5	19,2	1	3,8	3	11,5	0	0,0	26	100	1,62
	MI & portfolios	0	0,0	0	0,0	0	0,00	6	23,08	20	76,92	26	100	4,77
5	Traditional A. M	18	69,2	4	15,4	2	7,7	2	7,7	0	0,0	26	100	1,54
	MI & portfolios	0	0,0	0	0,0	1	3,85	2	7,69	23	88,46	26	100	4,85
6	Traditional A. M	17	65,4	6	23,1	1	3,8	2	7,7	0	0,0	26	100	1,54
	MI & portfolios	0	0,0	0	0,0	1	3,85	1	3,85	24	92,31	26	100	4,88
7	Traditional A. M	0	0,0	0	0,0	0	0,0	3	11,5	23	88,5	26	100	1,12
	MI & portfolios	0	0,0	0	0,0	2	7,69	11	42,31	13	50,00	26	100	4,42
8	Traditional A. M	21	80,8	4	15,4	0	0,0	1	3,8	0	0,0	26	100	1,27
	MI & portfolios	0	0,0	0	0,0	0	0,00	7	26,92	19	73,08	26	100	4,73
9	Traditional A. M	13	50,0	8	30,8	4	15,4	1	3,8	0	0,0	26	100	1,73
	MI & portfolios	0	0,0	0	0,0	1	3,85	6	23,08	19	73,08	26	100	4,69
10	Traditional A. M	3	11,5	18	69,2	4	15,4	1	3,8	0	0,0	26	100	2,12
	MI & portfolios	0	0,0	0	0,0	2	7,69	11	42,31	13	50,00	26	100	4,42
11	Traditional A. M	16	61,5	8	30,8	1	3,8	1	3,8	0	0,0	26	100	1,50
	MI & portfolios	0	0,0	0	0,0	2	7,69	5	19,23	19	73,08	26	100	4,65

In the previous section, content validity and reliability of the questionnaires were explained. Then the mean of the questionnaires and the sub-groups, the standard deviation, the factor analysis results and the factor loadings were examined. Also the scale was evaluated according to Kasiyer Meyer Olkin(KMO) and Barlett Sphericity tests. Lastly, the comparisons of the two questionnaires were outlined according to their mean as in the table above.

In the next part, the mean of the each statement in the questionnaires will be shown as a whole graph to see the comparison of the traditional assessment methods and the implementation of the MIP more clearly. Later all students' answers to the same statements in each questionnaire and the interpretations of the graphs will be presented.



Note: Number 1 1st statements, number 2 2nd statements, number 3 3rd statements, number 4 4th statement, number 5 5th statements, number 6 6th statements, number 7 7th statements, number 8 8th statements, number 9 9th statements, number 10 10th statements and number 11 11th statements in the questionnaires.

Figure 5. The comparison of students answers to traditional A. M and MI & Potfolios in the questionnaires.

The graph above shows the mean of each statement in the questionnaires as a whole to see the comparison of the first and the second questionnaires. As it can be seen in the graph, the mean of the first statement in traditional assessment methods is 2, 00, yet the mean of the second statement in the implementation of the MIP is 4, 27. The big difference between the means of the statements can be seen clearly.

**1. Traditional assessment methods show what I can do in a foreign language.
MIP shows what I can do in a foreign language.**

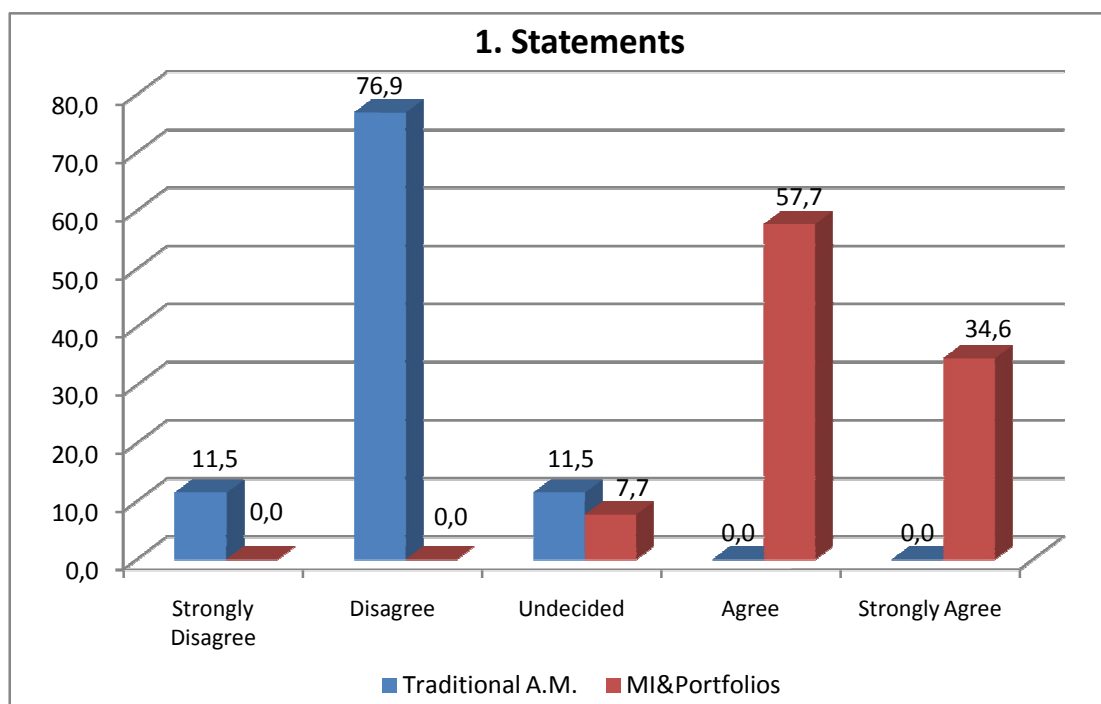


Figure 6. The comparison of the students' answers to the 1st statements in the questionnaires.

According to the results, the mean of the first statement in the traditional assessment methods is 2, 00, on the other hand, the mean of the same statement in the second questionnaire is 4, 27. As can be seen from the graph, most of the students think that traditional assessment methods do not show what they can do in a foreign language as 88, 4 % of them either disagree or strongly disagree and only a few of them were undecided. On the other hand 57, 7 % of them agree and 34, 6 % of them strongly agree on this statement in the second questionnaire. It can be concluded that 92, 1 % of them think that the implementation of MIP shows what they can do in a foreign language.

2. I display my performance through the traditional assessment methods.
I can display my performance with the MIP.

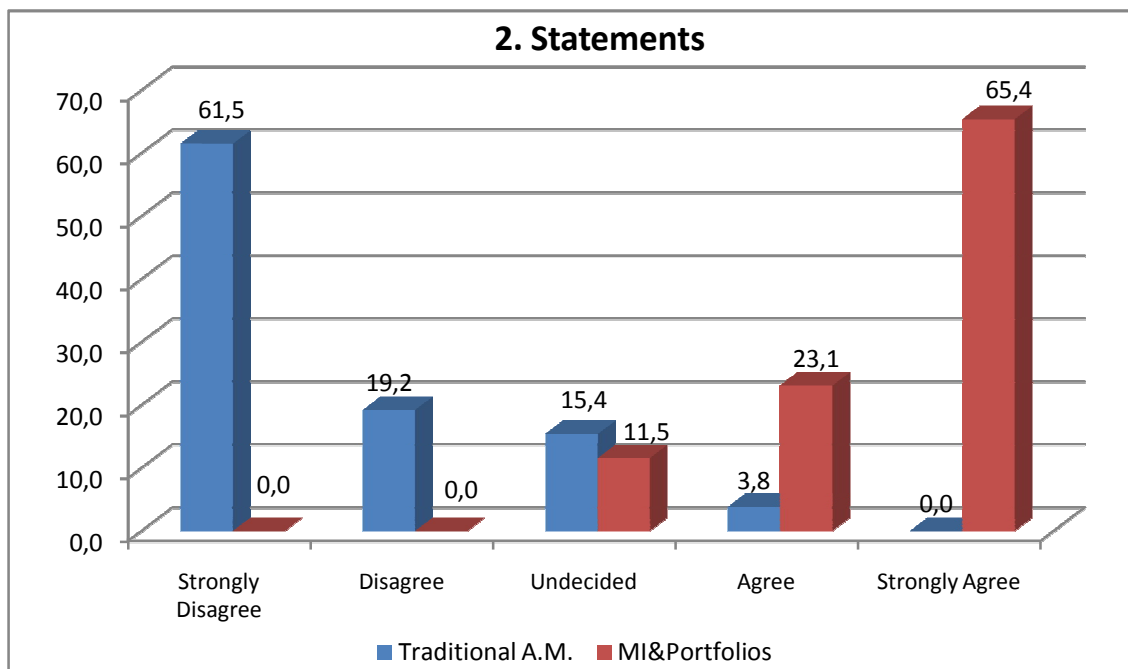


Figure 7. The comparison of the students' answers to the 2nd statements in the questionnaires.

The mean of the second statement in the traditional assessment methods is 1, 62, on the other hand, the mean of the same statement in the implementation of MIP is 4, 54. As can be seen from the graph above, most of the students think that they cannot display their performance through the traditional assessment methods as 80, 7 % of them marked either disagree or strongly disagree in the first questionnaire. Moreover 15, 4 % of them were undecided. On the contrary 23, 1 % of them agree and 65, 4 % of them strongly agree on this statement which means totally 88, 5 % of them think that they can display their performances through the implementation of the MIP.

3. Traditional assessment methods help me to see my mistakes and correct them.

MIP helps me to see my mistakes and correct them.

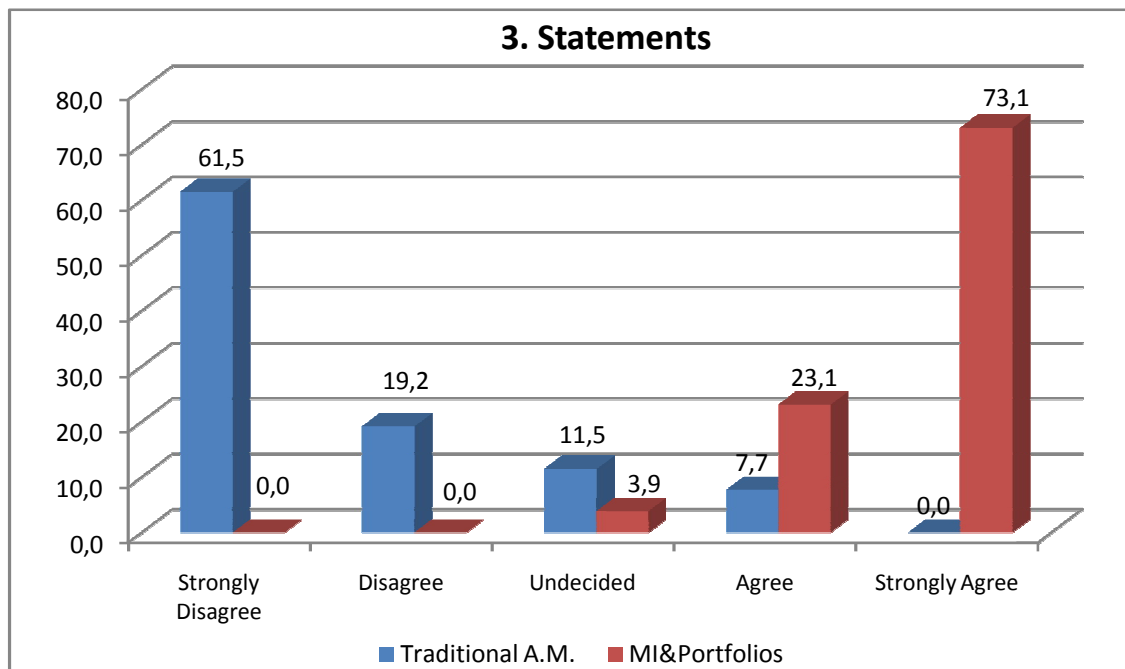


Figure 8. The comparison of the students' answers to the 3rd statements in the questionnaires.

According to the results, the mean for the third statement in the traditional assessment methods is 1, 65 while the mean of the same statement in the implementation of MIP is 4, 69. As can be seen from the graph above, a total of 80, 7 % of the students were either strongly disagree or agree so, they confirmed that the traditional assessment methods do not help them to see their mistakes and correct them. On the contrary , 73, 1 % of them strongly agree and 23, 1 of them agree on this statement. Thus it can be clearly seen that 86, 2 % of the students think that the implementation of MIP help them to see their mistakes and correct them.

4. The process of studying for the traditional assessment methods is beneficial for me.

The process of studying for the MIP is beneficial for me.

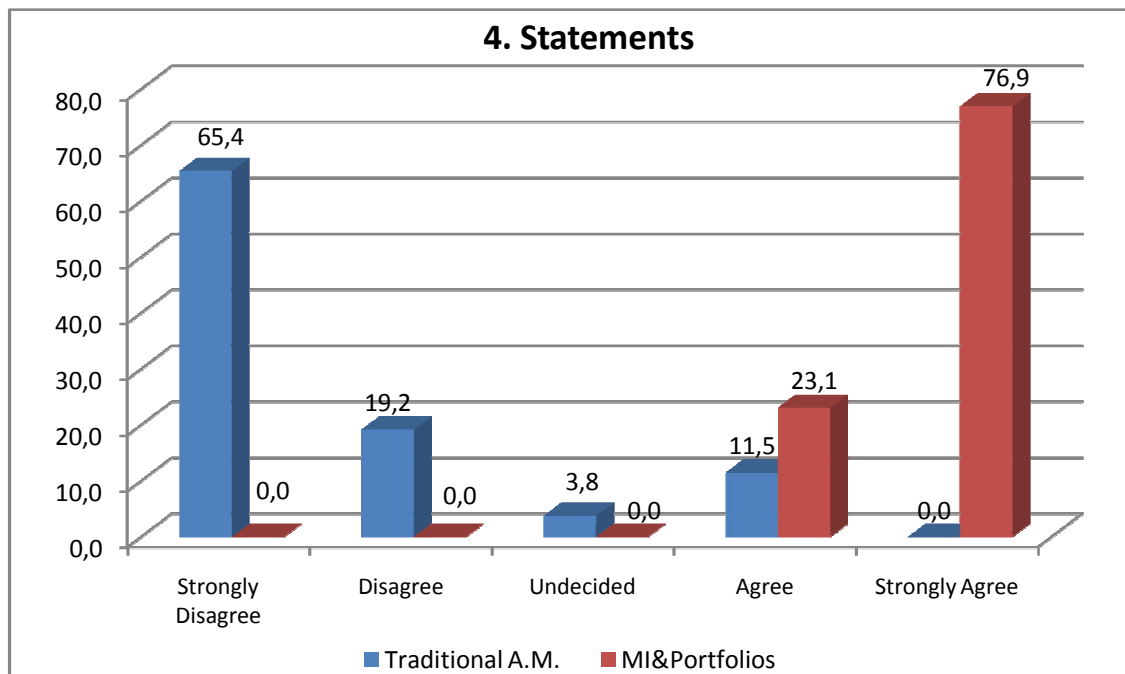


Figure 9. The comparison of the students' answers to the 4th statements in the questionnaires.

According to the test results, the mean of the fourth statement in the traditional assessment methods is 1, 62; however, the mean of the same statement in the MIP is 4, 77. As can be seen from the graph, 65, 4 % of the students marked strongly disagree and 19, 2 % of the students marked disagree in the second questionnaire. Clearly, most of the students think that studying for the traditional assessment methods is not a beneficial process for them. On the contrary, 57, 7 % of them agree and 34, 6 % of them strongly agree which means 92, 1 % of them thinks that studying for the MIP is beneficial.

5. Traditional assessment methods arouse my curiosity about language learning.

MIP arouses my curiosity about language learning.

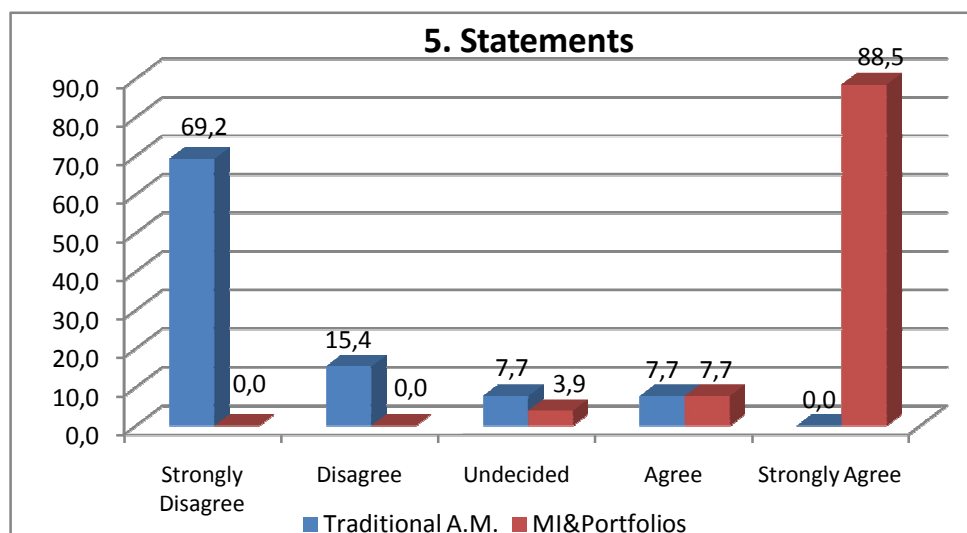


Figure 10. The comparison of the students' answers to the 5th statements in the questionnaires.

According to the results, the mean for the fifth statement in the traditional assessment methods is 1, 54, yet the mean of the same statement in the second questionnaire is 4, 85. As can be seen from the graph, 62, 2 % of the students marked strongly disagree and 15, 4 % of the students marked disagree in the second questionnaire. It can be concluded that totally 84, 6 % of the students are not curious about traditional assessment methods. Only 7, 7 % of them marked undecided in this statement and they are the academically successful students. On the other hand, in the second questionnaire, 96, 2 % of the students marked either agree or strongly agree. Clearly, most of the students are curious about the implementation of the MI activities through portfolios.

6. I am eager to study for the traditional assessment methods.

I am eager to study for the MIP.

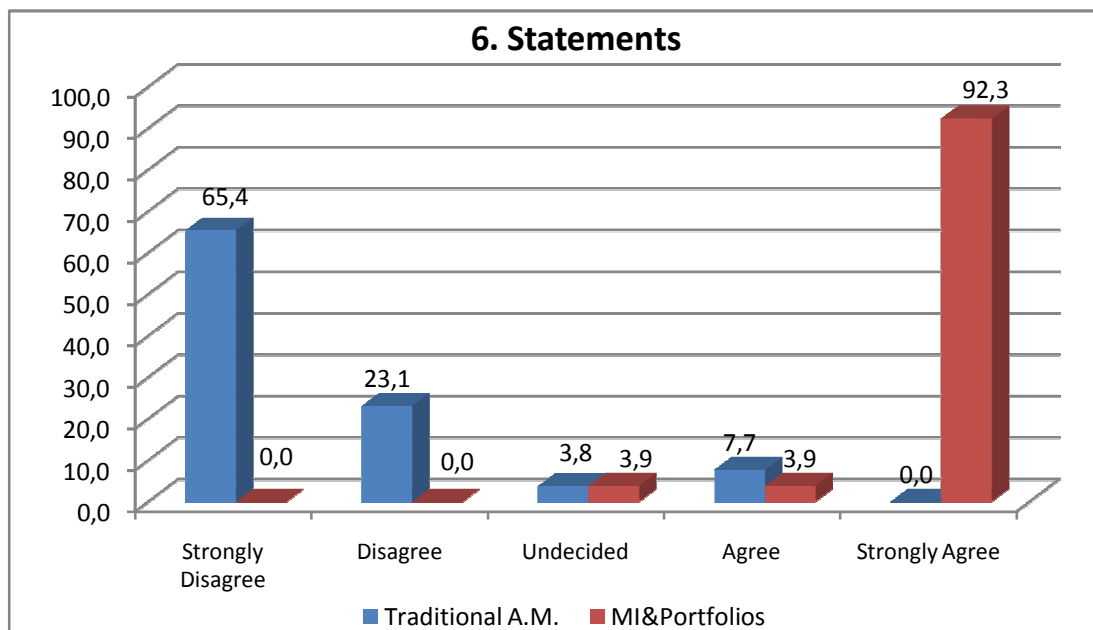


Figure 11. The comparison of the students' answers to the 6th statements in the questionnaires.

The mean of the sixth statement in the traditional assessment methods is 1, 54; whilst, the mean of the same statement in the second questionnaire is 4, 88. As can be seen from the graph, 78, 5 % of the students marked this statement either disagrees or strongly disagree which means most of the students are not eager to study for the traditional assessment methods. On the other hand, 92, 3 % of them marked strongly agree and 3, 9 % of them marked agree in the second questionnaire. Clearly, 96, 2 % of the students are enthusiastic and eager about the implementation of MIP.

7. I feel anxious studying for the traditional assessment methods.
I feel anxious while studying for the MIP.

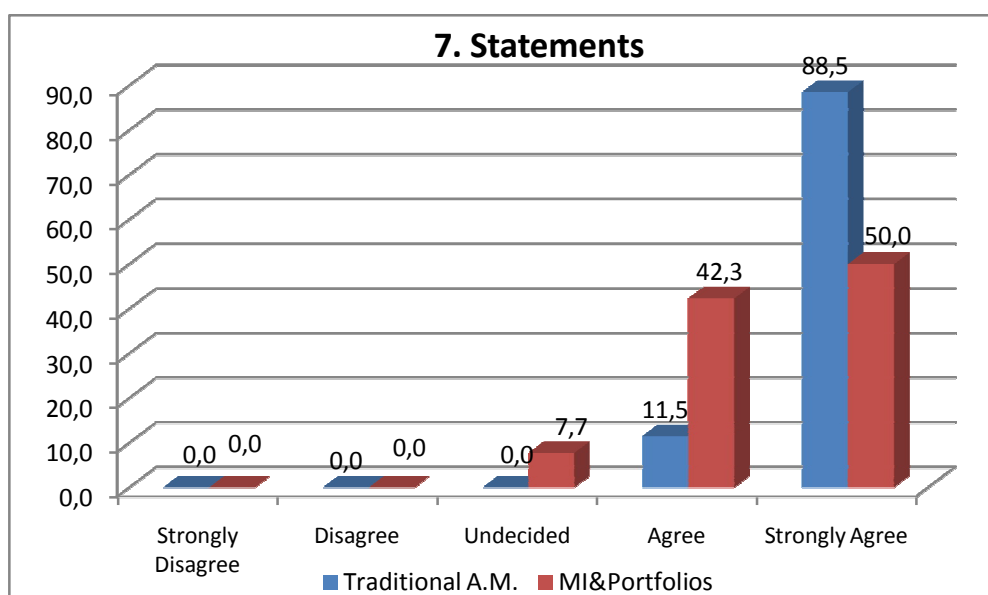


Figure 12. The comparison of the students' answers to the 7th statements in the questionnaires.

Considering the results, the mean of the seventh statement in traditional assessment methods is 1, 12; whilst, the mean of the same statement in the implementation of MIP is 4, 42. As can be seen from the graph above, 88, 5 % of the students marked as strongly agree and 11, 5 % of them marked it as agree in the first questionnaire. Clearly, all of the students feel anxious in traditional assessment. 7, 7 % of the students marked as undecided. On the other hand, 42, 3 % of the students marked agree and 50, 0 % of the students marked strongly agree in the second questionnaire. It is surprising that 92, 3 % of them feel anxious in the implementation of the MIP which is not expected so high by the researcher at the beginning of the study.

8. I like studying for the traditional assessment methods.

I like studying for the MIP.

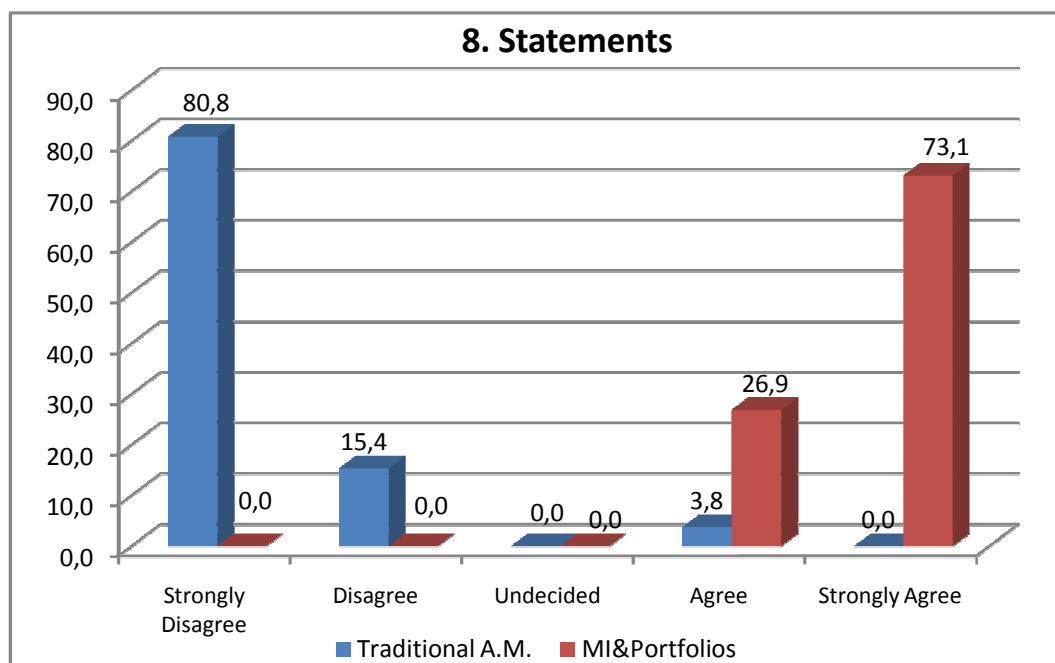


Figure 13. The comparison of the students' answers to the 8th statements in the questionnaires.

According to the results, the mean of the eighth statement in the traditional assessment methods is 1, 27; however, the mean of the same statement in the second questionnaire is 4, 73. As can be seen from the graph, 96, 2 % of the students do not like the process of studying for students. 3, 8 % of the students like studying for school tests and these are the only successful students. Any of them marked undecided in this statement. 26, 9 % of the students marked agree and 73, 1 % of them marked strongly agree in the second questionnaire and most remarkably it shows that 100 % of the students like the process of preparing for their MIP studies.

9. I am confident that I can handle with the traditional assessment methods.
I am confident that I can handle with the MIP.

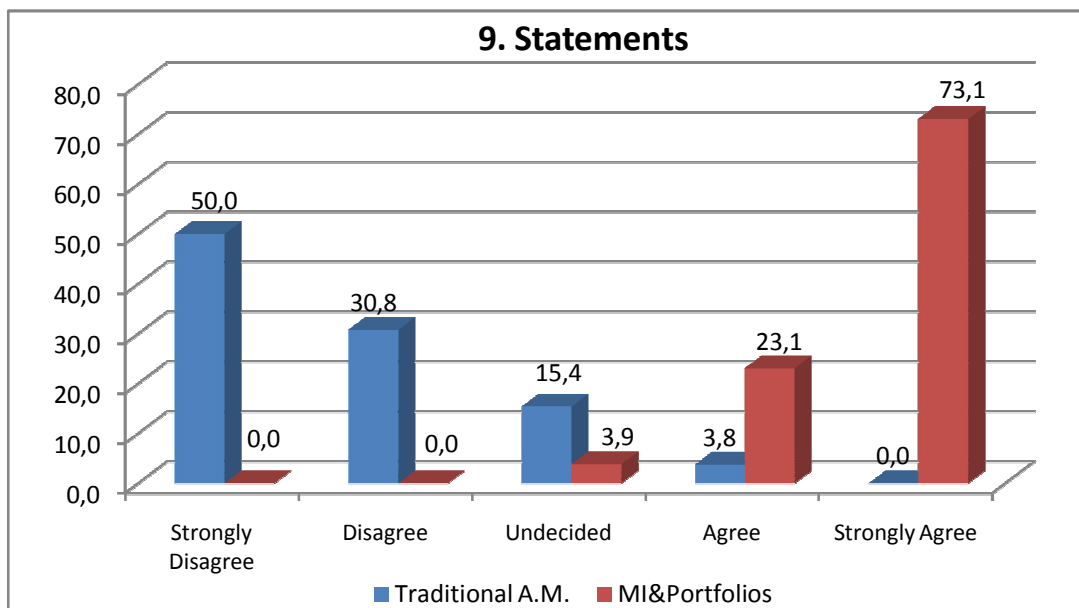


Figure 14. The comparison of the students' answers to the 9th statements in the questionnaires.

The mean of the ninth statement in the traditional assessment methods is 1, 73 yet, the mean of the same statement in the implementation of MIP is 4, 69. As can be seen from the graph above 50 % of the students marked strongly disagree and 30, 8 % of them marked disagree in the first questionnaire and that means 80, 8 % of the students are unconfident about traditional methods of assessment. On the contrary, 73, 1 % of the students marked strongly agree and the 23, 1 % of them marked agree in the second questionnaire. 93, 2 % of them feel confidence about the implementation of MIP.

10. I feel responsible for my own language learning process while studying for the traditional assessment methods.

I feel responsible for my own language learning process while studying for the MIP.

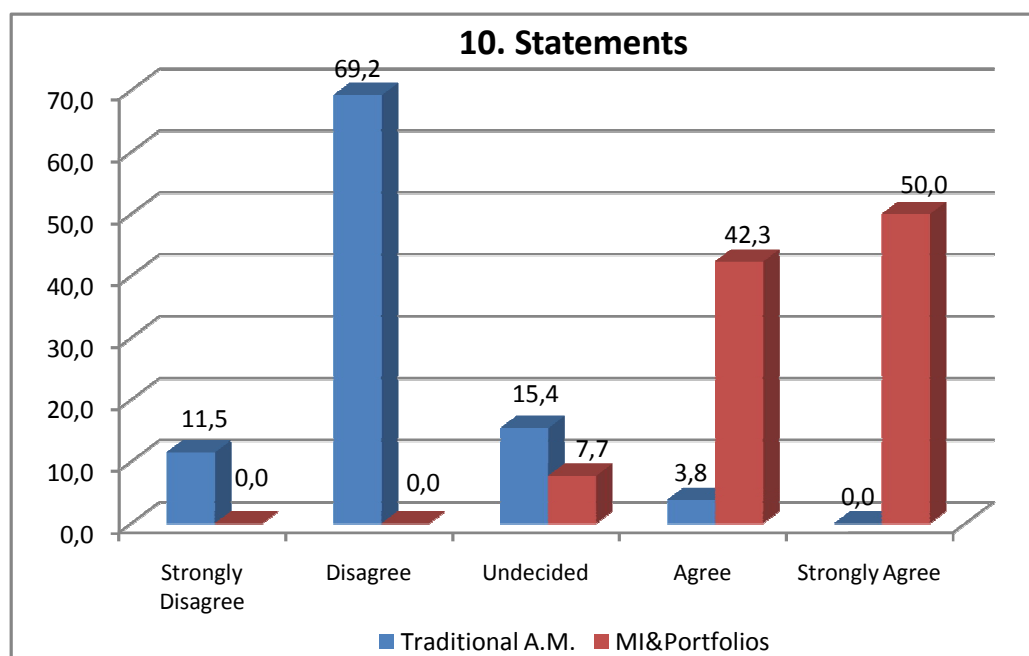


Figure 15. The comparison of the students' answers to the 10th statements in the questionnaires.

Considering the results, the mean of the tenth statement in the traditional assessment methods is 2, 12; whilst, the mean of the same statement in the implementation of the MIP is 4, 42. As can be seen from the graph, 80, 7 % of the students admit that they do not feel responsible for their own language learning process while studying for the traditional assessment methods and 15, 4 % of them marked this statement as undecided. Clearly, most of the students think that they feel responsible for their own language learning processes with the MIP implementation.

11. I can actively participate in my own language learning and the assessment process through the traditional assessment methods.

I can actively participate in my own language learning and the assessment process through the MIP.

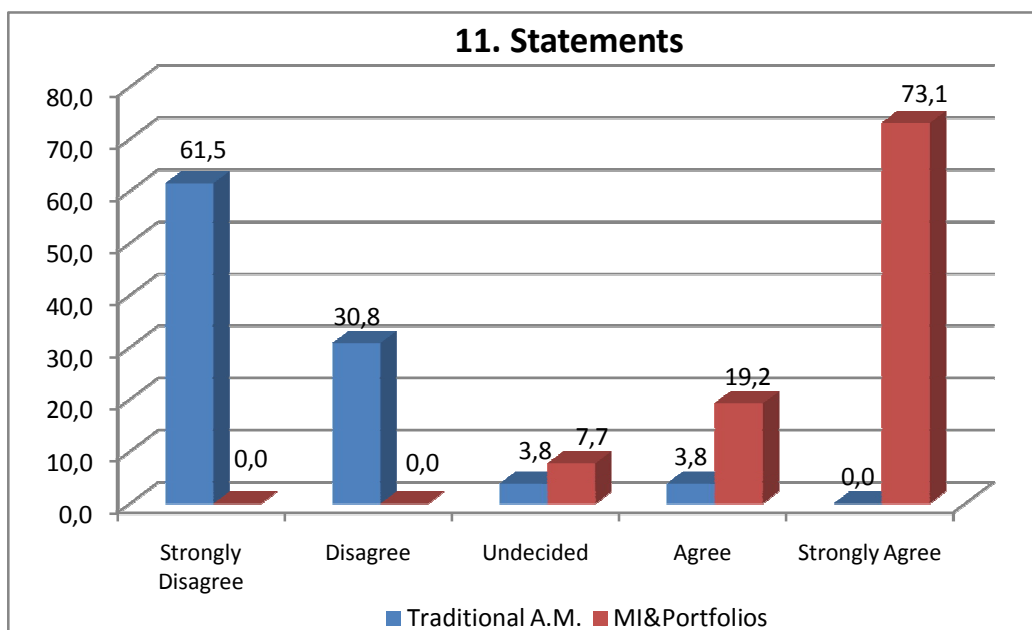


Figure 16. The comparison of the students' answers to the 11th statements in the questionnaires.

The mean of the eleventh statement in the traditional assessment methods is 1, 50; whilst, the mean of the same statement in the implementation of the MIP is 4, 65. As can be seen from the graph, 61, 5 % of the students strongly disagree that they do not actively participate in their own learning process with the traditional assessment methods and 30, 8 % of them marked as disagree which means 92, 3 % of the students think that they do not actively participate in their learning and the assessment process through the traditional assessment methods. On the other hand, 92, 3 % of the students admit that they can actively participate in their learning and the assessment process through the implementation of the MIP.

CHAPTER 5

CONCLUSION

5. 1 Overview of the Study

The present study investigated the attitudes of fifth grade primary school students towards the traditional methods of assessment that they are currently being used at their school and their attitudes towards the MIP.

This study consisted of two stages. In the first stage, a six-week program was applied in order to identify the learners' attitudes towards the traditional methods of assessment. The first questionnaire related with the traditional methods of assessment was administered in order to obtain the students' attitudes towards these methods. In the second stage, the MIP was implemented in a six-week program. The second questionnaire related with the MIP was administered in order to obtain the students' attitudes towards the new implementation.

This chapter will report the major findings of this study. It will give an overview of the study. Research questions and findings, implications of the study, suggestions for further studies and lastly limitations of the study will also be presented.

5. 2 Research Questions and Findings

As the aim of this study was to identify the effects of the MIP for young learners of English as a foreign language, it seemed appropriate to investigate the effects of the traditional assessments first, thus a six-week program was administered in the light of the traditional assessment methods (see Appendix 1 and 2). With the first six-week program, the learners' attitudes towards the traditional methods were examined addressing the research questions below:

1. What are the effects of the traditional assessment methods on language learning and the assessment process?
2. How do learners feel about the traditional assessment types?
3. Do learners actively participate in their language learning and the assessment process through the traditional assessment types?

At the end of the first six-week program, the first questionnaire related with the traditional methods of assessment was administered (See Appendix 3 and 4). Later, in order to investigate the attitudes of the learners towards the MIP and how this new implementation would affect their learning process, another six-week program, the implementation of the MIP, was applied. Following the implementation, this time the second questionnaire was administered. The following research questions reflect the aim of the second questionnaire:

4. Is there any relationship between the MI activities through portfolios and the effective assessment process?
5. If so, in what way do the MI activities through portfolios help learners in order to improve the language learning and the assessment process?
6. Do MI activities through portfolios create an atmosphere where the learners feel more enthusiastic, relaxed and willing to actively participate in their language learning and the assessment process?
7. Does the language learning and the assessment process improve at the end of the study?
8. How the learners feel about MI activities through portfolios?

5. 3 Findings

The major findings of this study can be presented under two headings: the attitudes of the learners towards the traditional methods of assessment and the attitudes of the learners towards the MIP for young learners.

5.3.1 Attitudes of the Learners towards the Traditional Methods of Assessment

The overall picture of the results suggested that the traditional methods of assessment such as exams consisting of multiple choices, fill-in-the-blanks, matching or short answer test items are generally used to assess learners' success or failure (Ciel, 2000). According to the results obtained from all the participants in the chosen classroom via the first questionnaire, it might be concluded that, most of the students do not like the traditional methods of assessment and they find them not very effective for their language learning process. Moreover, the analysis of the results concerning the attitudes of the learners' towards the traditional methods of assessment implemented for the first six-week program revealed that most of the students find these practices hard, boring and unsatisfactory.

The responses of learners about their attitudes towards the traditional methods of assessment were shown as below:



Figure 17. The learners' attitudes towards traditional methods of assessment.

First of all, the majority of the learners think that they can not display their performance during the implementation of the traditional methods of assessment on account of the extreme stress and anxiety. Further, as the learners articulated, since the traditional methods of assessments seemed hard, the learners believed from the beginning of the assessment process that they would fail in the exams and thus they did not even try to study for them. Most of the students do not want to study for school tests because of the fact that when they got low marks in the first exam, they loose their confidence and believe that they cannot be successful. In the light of this results, it might be said that the traditional methods of assessment do not motivate students and they do not lead students to participate in their assessment process actively.

Secondly, according to the replies gathered from the learners, traditional methods of assessment are not helpful in terms of seeing their mistakes. Although learning from one's own mistakes is a key point in the learning process, students cannot see their mistakes and correct them in the traditional types of assessment.

Moreover, as it is concluded from the questionnaire results, traditional assessment types are not beneficial to determine students' performances. Although it is accepted that there are eight intelligences, the traditional methods refer to one or two intelligences. Then how can the students' performances be assessed truly with these kinds of methods and how can the results be reliable? Clearly, it can be said that the traditional methods of assessment are not sufficient to determine students' real performances. Further, on account of the fact that the traditional methods do not refer to students' all intelligences, they do not arouse students' curiosity, thus these kinds of methods seem boring for the students.

5.3.2 The Attitudes of the Learners towards an Alternative Assessment of the Multiple Intelligences Activities through Portfolios.

After the first six-week program, an alternative assessment of the multiple intelligences activities through portfolios (MIP) was implemented. At the end of the implementation, the second questionnaire related with this new implementation was applied (see Appendix 3 and 4). The responses of the learners about their attitudes towards the MIP were shown in figure 18.



Figure 18. The learners' attitudes towards MI activities through portfolios

The new implementation tried to create an atmosphere where students feel more secure and where they actively participate in their own learning process. With the help of our school principal, a separate classroom was arranged for the six-week application of this research so that the students can see the difference in this classroom. The aim was to motivate the learners about the language learning process and to involve them actively in their learning and assessment process. In this classroom, instead of the traditional assessment tools like true-false or multiple choice test items, the students were assessed through their performances in the activities and their portfolios. At the end of the second implementation, according to the data results, it was found out that school tests were not sufficient for their learning process and also they seem to put some kind of hindrances in front of them. Later, the MIP was implemented in a six-week

program. During the implementation of the study, some field notes were taken for the analysis of whole research. Also, the students' portfolios were used to support the findings. In the light of the literature review, constructivism as the theory behind the study was mentioned. The implementation of the MIP was used as methodology for the study. The focus of the study was to investigate the effects of the MIP and the students' attitudes towards them. According to the results of the questionnaires, the students' portfolios, the interviews and the field notes, it might be concluded that an alternative assessment of the MI activities through portfolios (MIP) is an effective method for young learners as an alternative method and this combination might be beneficial to improve the students' language learning and the assessment process.

5. 4 Implications

This study holds the following overall implications for educational practice:

The MIP can be effectively used as an alternative assessment type with young learners. During the study, a classroom atmosphere where the students feel more comfortable and relaxed in their learning process, where they could assess their learning process and where they took responsibility for their own portfolio was tried to be created. The students' reactions and comments about the new implementation were almost consistent with the expectations guessed at the very beginning of the study. The following extracts taken from our field-notes by the researcher;

"The learners were very eager to take part in the" food drums"activity today. They bring their works and almost all of them were very enthusiastic about the activities prepared before. They wanted to show their works to their classmates and they wanted to share their experiences using the works they prepared at home for their portfolios. The students ask questions about the activities and they actively participate in the lesson which shows interaction. They correct some spelling mistakes during the interaction session and they comment on each others' drums".

The results showed us that the MIP helped the learners to motivate them in their learning process, the students were more enthusiastic about the process and moreover, they were proud of what they have done so far.

As it is mentioned before, the study was implemented with the fifth grade students since they were young learners. The students were really eager to learn new things and that made the study easier and more enjoyable. Their willingness helped us make the use of this implementation process more fruitful. The second extract below may be useful to see a general picture of the classroom atmosphere.

"After each unit, the researcher and the participants came together for a session which is called "interaction" to evaluate their portfolios. The researcher divided the participants into small groups (groups of 4) in these sessions so that they could have a conversation about their works. During these sessions, the students had chance to see their friends' portfolios, thus they corrected their mistakes, made comments about each others' works and chose the best ones for the day. With the help of this method they all tried to improve their works as much as possible and they tried not to do similar mistakes the next time. At the end of each session, after they completed their conversation and correct their mistakes, each participant put their finger prints on their works which is a symbol of "complete task for the researcher and which means "I did a great job" for the students".

5. 5 Suggestions for Further Studies

First of all, this study was administered in a far away state school which is in a small village in Sivas. The participants were fifth grade students who have never heard of multiple intelligences and portfolio before. The students were really eager to take part in this study and they wanted to know what is portfolio and what is MI since these terms are highly new approaches for them. The participants' economical, educational and social conditions were poor in general. Studying with such participants and working at such school may have made the study a little bit challenging because of some difficulties while providing the educational and technical equipment. The future researchers should consider this and they may conduct the study in a private school or in a school in cities so that s/he can provide his/her needs easily. In this way, the results might be different.

Secondly, the study can be run in two or more classes/schools at the same time with more researchers so that the results may be generalized easily and the findings can be more accurate.

Then, while investigating the effects of the MIP in the learners' language learning process, the gender, school culture, learners' experiences can be kept in mind as well. By doing this; the limitation of the study can be overcome.

Finally this study showed the attitudes of the learners towards the MIP in language learning process with a specific group of participants. Yet, a follow-up study may be administered in order to see whether the students who participated the study use what they have learned during the research and making use of the advantages of the MI activities and portfolios in different fields of their educational life or not.

5. 6 Limitation of the Study

The first limitation is that this research had to be completed in a limited time which has covered six-weeks for each stage. This may affect the variety of activities and materials. Next studies on this area may be organized in a longer term in order to obtain more satisfying results.

Secondly, the opportunities at the school where the research was administered were limited for any kind of research since it is in a far away village. The researcher had some difficulties while creating the atmosphere for this research. Also, there was a lack of some educational and technical equipment which might be helpful to the application of various activities.

Later, this study can be run in two or more classes/schools at the same time with more researchers. Thus the results can be generalized easily and the findings can be more accurate.

Finally, during the implementation, the gender/school, culture/learners' experiences can be kept in mind as well so that the limitation of the study can be overcome.

5. 7 Conclusion

This study aimed to find out the effects of MIP on the motivation of young learners. In order to reach this aim, a classroom atmosphere where the students feel more comfortable and relax, where they make sense of what they learned and actively participate in their own learning process, where they can take responsibility and assess their own learning process, where highly motivated students learn from each other was created. The participants' reactions and comments about MIP were consistent with the expectation of the researcher throughout the study. The students' reactions were interpreted from field notes as an example of which is shown as below:

“The students were very enthusiastic about the topic today. They all bring their portfolios and almost all of them wanted to take part in the role-play activity with their occupation masks. During the interaction session which was held after the collection of their portfolios, the students' shared their experiences with their friends through the tasks they had done at home for their portfolios. The students overview their portfolios together and tried to find and correct their friends' mistakes, indicated their interaction. Clearly, MIP was a helpful method for their motivation and it increase interaction in the classroom.”

As can be concluded from the extract above, MIP helped students to be motivated in their learning process. It also increases interaction in the classroom so that they can learn from each other. MIP definitely supports peer-correction and encourages group work and cooperation. MIP also gives students' a chance to see their mistakes and learn from their mistakes.

As young learners are always eager to learn different and new things, the implementation of MIP was more fruitful. During the MIP implementation, as can be concluded from the field-notes and interviews, the students enjoyed their learning; they were enthusiastic about the activities and the self-assessment of their portfolios thus became willing to be involved in their learning process. However, during the traditional methods of assessment section where the regular school tests and sit down exams were used, the students were inactive and silent participants of the classroom. There were

only three or four students who were taking part in the activities and the interaction was with these academically successful students.

For the rest of the students, the classroom was a boring place, and English was one of the most difficult lessons in which they could not understand much. Most of them got low marks since they did not want to study for the exam as they believe they could never understand English. There was silence during the classes not because they listened to the teacher attentively, but because the students were passive and unwilling to learn. The students were expected to learn the language although there was nothing to attract and motivate them. The students could not feel relaxed and free due to the teacher's authority on activities, presentation of topics, tasks and assessment.

Since the language learning process seemed hard and boring for them, the idea of a school test also affected the students negatively as they articulated, school tests cause stress and anxiety and they lose their confidence in language learning. As a result of which, their motivation of the students decreases. However, with the MIP implementation, the students were encouraged to be involved in the class and to assess their portfolios. As they moved to another class which was designed for the MIP implementation, where they can feel relaxed and comfortable, one of the students said "This is just like another garden for me." with a big smile on his face. On account of the fact that traditional school tests could not enter this new classroom, the students feel more free and relaxed. The more freedom the students had, the better they learned. Almost all of them liked the new implementation, enjoyed the activities and thus actively participated in the classroom. Moreover MIP give them a chance to see their portfolios again and again and so that they can see their and their friends' mistakes. They tried different things as they could see something new from their friend's portfolios. Further the students can involve in their assessment process via MIP and hence, they feel confidence as they are part of their learning and assessment process. They tried to do their best while preparing their portfolios to get higher marks because the best portfolios were displayed in the school board. Seeing their works on the school board highly motivated them hence, they became the part of their own language learning and assessment process. On the other hand, traditional assessment methods are lack of advantage on this matter. The students do not have chance to see their exam papers and study on them. Moreover most of the students even do not remember the questions after they completed their exam. Also students do not have chance to assess their

performances in traditional assessment methods, they are not the part of their assessment process.

To sum up, the findings of this study revealed that the MI activities through portfolios as an alternative to the traditional methods of assessment (MIP) might be very helpful with young learners in terms of improving the effectiveness of the language learning and the assessment process. However, for an effective implementation, the conditions at schools should be taken into the consideration and a well-planned adjustment programs should be prepared before the implementation.

It can thus be argued that, an alternative assessment of the Multiple Intelligences activities through portfolios for young learners (MIP) might contribute to the improvement of the learners' language learning and assessment processes.

REFERENCES

- Aarts, R & Brooder, nP. (2003). *European Language Portfolio Handbook. Version for primary education accredited model*. European Platform for Dutch Education, Alkmaar.
- Abrenica, Y. *Electronic portfolios*. Available online: <http://edweb.sdsu.edu/courses/edtec596r/students/Abrenica/Abrenica.html>
- Adams, T. L. (1995). *A paradigm for portfolio assessment in teacher education*. Education, 115, 528, 658-570
- Airasian, P. W. (2000). *Assessment in the classroom: A concise approach*, Boston: McGraw Hill.
- Alderson, C. and Banarjee, J. (2001). *Language testing and assessment*. Language teaching, 34, 213-236.
- Alexandria, VA Association for Supervision and Curriculum Development.
- Anderson, S. (1998). *Why talk about different ways to grade? The shift from traditional assessment to alternative assessment*. In R. S. Anderson & B. W. Speck (Eds.), *Changing the way we grade student performance: Classroom assessment and the new learning paradigm*, 5-17. San Francisco: Jossey-Bass
- Armstrong, T. (1994). *"Multiple Intelligences: Seven Ways to Approach*
- Armstrong, Thomas and Jennifer BRANNEN. (2002). *You're smarter than you think: A kid's guide to Multiple Intelligences*. Free spirit publishing, Inc. Canada.
- Armstrong, T. (1994) *Multiple Intelligences in the classroom*.
- Armstrong, T. (2000) *Multiple Intelligences in the classroom*.
- Arter, J. A., Spandel, V., & Culham, R. (1995). *Portfolios for assessment and instruction*. ERIC Digest. EDRS NO: ED388890.
- Aschbacher, P. R. (1991). *Performance assessment: State activity, interest, and concerns*. Applied Measurement in Education, 4, 275, 288.
- Asher, J. (1982). *Learning another language through actions: The Complete Teacher's Guidebook* (2nd Ed.). Los Gatos, CA: Sky Oaks Productions.
- Bailey, A. L. (2005). *Test review. Language testing*. Heinle & Heinle Publishers

- Bailey, K. M. (1998). *Learning about language assessment: dilemmas, decisions, and directions*. Heinle & Heinle: US.
- Bennett, R. E. (1997). *Reinventing assessment: speculations on the future of large-scale educational testing*. ETS (Educational Testing Service). Policy Information Center: Princeton, NJ.
- Black, P. (1999). *Assessment, learning theories and testing systems*. In P. Murphy (Ed.), *Learners, learning & assessment*. London: Paul Chapman Publishing.
- Bogdan, R. C. & Bilklen, S. K. (1992). *Qualitative research for education: an introduction to theory and methods (2nd ed.)*. Boston: Allyn and Bacon.
- Brooks, J. G., & Brooks, M. G., (1993). *Becoming a constructivist teacher*. In ASCD (Ed.), *In the search of understanding; The case for constructivist classrooms*. Alexandria, VA: The association for Supervision and Curriculum Development.
- Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. New Jersey: Prentice Hall Inc.
- Brown, J. D., & Hudson, T. (1998). *The alternatives in language assessment*. TESOL Quarterly, 32, 653-675.
- Brualdi, A. (1998). *Implementing performance assessment in the classroom*. Practical Assessment, Research & Evaluation, 6(2). Available online: <http://ericae.net/pare/getvn.asp?v=6&n=2>
- Brualdi, A. (1996). *Multiple intelligences: Gardner's Theory*. ERIC Clearing House on Assessment and Evaluation Washington DC.
- Burke, K. (2005). *How to assess authentic learning (4th ed.)*. Thousand Oaks, CA: Corwin Press.
- Bushman, L., & Schnitker, B. (n. d.). *Teachers attitudes on portfolio assessment, implementation and practicality*. ERIC Digest. (Eric Document Reproduction Service No. ED 388 661).
- Caine, R., Caine, G., Kilmek, K., & McClintic, C. (2004). *12 Brain/mind learning principles in action*. Thousand Oaks, CA: SAGE.
- Campbell, D. M., Cignetti, P. B., Melenyzer, B. J., Nettles, D. H., & Wyman, R. M., Jr. (1997). *How to develop a professional portfolio*. Boston: Allyn & Bacon.
- Chastain, K. (1976). *Developing second language skills: Theory to practice (2nd Ed.)*. Chicago: Rand McNally College Publishing Company

- Cole, J. D., Ryan, C. W, Kick, F., & Mathes, B. K. (2000). *Portfolios across the curriculum and beyond (2nd ed.)*. Thousand Oaks, CA: Corwin Press.
- Constructivist Theory. (n. d. a). available at <http://www.educationau.edu.au/archives/cp/04c.htm>1996
- Curriculum*". Educational Leadership, November, Vol: 52, No: 3 p. 26.
- David L. (2002). The European Language Portfolio: structure, origins, implementation and challenges. *Language Teaching*, 35, pp 182-189 doi: 10.1017/S0261444802001805
- Dickinson, Dee. (1998) *"Learning Through Many Kinds of Intelligence"*. CEO of New Horizons for Learning.
- Dietel, R. J., Herman, J. L., & Knuth, R. A. (1991). What does research say about assessment? NCREL, Oak Brook. Available online: http://www.ncrel.org/sdrs/areas/stw_esys/4assess.htm
- Elliott, S. N. (1995). *Creating meaningful performance assessments*. ERIC Digest E531. EDRS no: ED381985.
- Fosnot, C. W. (1996). *Constructivism: A psychological theory of learning*. In C. W. Fosnot (Ed.), *Constructivism: Theory, perspectives, and practices*. New York: Teachers College Press.
- Gardner, H. (1996, Spring). *Your child's intelligence(s)*. Scholastic Parent & Child, 32-37.
- Gardner, H. (1983). *Frames of mind: The theory of Multiple Intelligences*. New York: Basic Books.
- Gardner, H. (1991). *The unschooled mind: How children think and how schools should teach*. New York Basic Books Inc.
- Gardner, H. (1993). *Multiple Intelligences: The theory in Practice*. NY: Basic Books.
- Gardner, Howard. (1995). *"Reflections on Multiple Intelligences: Myths and Messages"*. Phi Delta Kapan. Vol: 76, p. 200-209.
- Gardner, H. (2000). *Intelligence reframed: Multiple Intelligences for the 21st century*. Basic Books
- Genesee, F. & Upshur, J. A. (1996). *Portfolios and conferences*. In J. C. Richards 8Ed.), *Classroom-based evaluation in second language education*. Cambridge: Cambridge University Press.

- Gillespie, C. S., Ford, K. L., Gillespie, R. D., & Leavell, A. G. (1996). *Portfolio assessment: Some questions, some answers, some recommendations*. Journal of Adolescent and Adult Literacy, 39, 480-491.
- Glesne, C. & Peshkin, A. (1992). *Becoming qualitative researchers: An introduction*. Longman
- Hamp-Lyons, L. & Condon, W. C. (2000b). *Assessing the portfolio: Principles for practice, theory, and research*. Cresskill, NJ: Hampton
- Hamp-Lyons, L. (1996). *Applying ethical standards to portfolio assessment of writing in English as a second Language*. In Milanovic, M. & Saville, N. (Eds.) Studies in language testing 3. Cambridge: Cambridge University Press.
- Hamp-Lyons, L., & Condon, W. C. (2000a). *Portfolios and collage writing*. Cresskill, NJ: Hampton.
- Herman, J. L., Gearhart, M., & Baker, E. L. (1993). *Assessing writing portfolios: Issues in the validity and meaning of scores*. Educational Assessment, 1, 201-224
- Hirvela, A., & Pierson, H. (2000). *Portfolios: Vehicles for authentic self-assessment*. In G. Ekbani & H. Pierson (Eds), Learner directed assessment in ESL, 105-126. Mahwah, NJ: Lawrence Erlbaum.
- <http://iteslj.org/Articles/Currie-MITtheory.html>
- <http://www.aahe.org/assessment/assessmentplan.htm>
- <http://www.earlychildhood.com/Articles/>
- <http://www.edarticle.com/differentiated-learning/how-to-teach-to-a-diverseclassroom-of-students.html>
- <http://www.idea.uml.edu/assessment/higgins2a.html>
- <http://www.infed.org/thinkers/gardner.htm>
- <http://www.sccoe.k12.ca.us/stcregion5/student>
- <http://www.tefl.net/esl-lesson-plans/multiple-intelligences.htm>
- <http://www.uwosh.edu/career/portfolio.html>
- <http://www.weac.org/kids/may96/multipl2.htm>
- Johns, J., & Leirsburg, V. P. (1992). *How professional view portfolio assessment*. Reading Research and Instruction, 32, 1-10.

- Johnson, D. W., & Johnson, R. T. (1993). *Cooperative learning and feedback in technology-based instruction*. In J. V. Dempsey, & G. C. Sales (Eds.), *Interactive Instruction and Feedback*, (pp. 133-157). Englewood, NJ: Educational Technology Publications, Inc.
- Johnson, N. J. & Rose, L. M. (1997). *Portfolios: clarifying, constructing, and enhancing*. Lancaster, PA: Technomic.
- Jones J. (2003). *Early literacy assessment systems: Essential element*. Princeton. NJ: Educational Testing Service.
- Jones, T. (2002). *Options and considerations for distance education: Learner assessment and self-assessment*, (3)3. TOJDE (Turkish Online Journal of Distance Education). ISSN 1302-6488 Available at: <http://tojde.anadolu.edu.tr/tojde7/articles/Jonestxt.htm>
- Kelly, D. & Tongrey, B. (2003). *A framework for using Multiple Intelligences in on its*. In . Proceeding of ED Media' 03.
- Koyuncu, S. (2005). *The effect of The European Language Portfolio on learner autonomy for young learners*. Master's Thesis, Cukurova University: Adana
- Kulieke, M., Bakker, J., Collins, C., Fennimore, T., Fine, C., Herman, J., Jones, B. F., Raack, L., & Tinzmann, M. B. (1990). *Why should assessment be based on a vision of learning?* [online document] NCREL, Oak Brook: IL. Available online: http://www.ncrel.org/sdrs/areas/rpl_esys/assess.htm,
- Larson, R. L. (1996). *Portfolios in assessment of writing: A political perspective*. In E. M. White, W. D. Lutz & S. Kamusikiri (Eds), *Assessment of writing: Politics, policies, practices*. New York: The Modern Language Association of America.
- Law, B. & Eckes, M. (1995). *Assessment and ESL*. Peguis publishers: Manitoba, Canada.
- Lazear, D. (1992). *Teaching for Multiple Intelligences*. Fastback 342 Bloomington, IN: Phi Delta Kappan Educational Foundation. (ED 356 227)
- Lazer, D. (1999). *Eight ways of teaching: The artistry of teaching with Multiple Intelligences*, Sky Light.
- Maki, P. (2003a). *Using multiple assessment methods to explore student learning and development inside and outside of the classroom*. NetResults (Online). Retrieved on 2nd May 2009.

- Maki, P. (2003b). *Developing an assessment plan to learn about student learning*. Retrieved on 2nd May 2009.
- Mc Kay, P. (2006). *Assessing young language learners*. Cambridge University Press.
- McDonald, S (2005). *The portfolio and its use: A roadmap for assessment (2nd ed.)*. Little Rock, AR: Southern Early Childhood Association.
- McNamara, T. (2000). *Language testing*. Oxford: Oxford University Press.
- Meriam, S. B. and Associates. (2002). *Qualitative research in Practise: Examples for discussion and analysis*. (1st ed.) Jossey Bass.
- Moya, S. S., & O'Malley, J. M. (1994). *A portfolio assessment model for ESL*. The Learners: Journal of Educational Issues of Language Minority Students, 13, 13-36
- Murphy, S. & Grant, B. (1996). *Portfolio approaches to assessment: Breakthrough or more of the same?* In E. M. White, W. D. Lutz & S. Kamusikiri (Eds), *Assessment of writing: Politics, policies, practices*. NY: The modern Language Association of America.
- Niguidula, D. (1993). *The digital portfolio: a richer picture of student performance* [online document]. *CES National*. Available online: http://www.essentialschools.org/cs/resources/view/ces_res/225
- Nunan, D. (1998). *Language teaching methodology: A text book for teachers*. London: Prentice Hall.
- Omaggio, A. C. (1986). *Teaching language in context*. Boston: Heinle & Heinle Publishers, Inc.
- O' Malley, J. M., & Chamot, A. U., Stewner-Manzanares, G., Kupper, L., & Russo, R. P. (1985). *Learning strategies used by the beginning and intermediate ESL students*. *Language learning*, 35, 21-46.
- O' Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. New York, N. J: Cambridge University Press
- O' Malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language: Practical approaches for teachers*. Boston, MA: Addison-Wesley.
- Oguz, S. (2003) *State university prepartory class ELF instructors' attitudes towards assessment methods used at their institutions and portfolios as a method of alternative assessment*. Unpublished Master Thesis, Bilkent University: Ankara

- Patton, M. Q. (1990). *Qualitative Evaluation and Research Methods*. (2nd ed.). CA: SAGE Publications, Inc.
- Paulson, L. F., Paulson, P. R., and Meyer, A. C., 1991. *What makes a portfolio a portfolio?* *Educational Leadership* 28-31.
- Paulston, C.B., & Bruder, M. N. (1976). *Teaching English as a second language: techniques and procedures*. Cambridge, MA: Winthrop Publishers
- Potter, E. (1999). *What should I put in my portfolio? Supporting young children's goals and evaluations*. *Childhood education*, 75, 210-214.
- Reeves, T. C. (2000). *Alternative assessment approaches for online learning environments in higher education*. *Educational Computing Research*, 3(1) pp. 101-111.
- Rubin, J. (1995). *An overview to a guide for the teaching of second language*, (Eds.). D. J. Mandelsohn and J. Rubin, San Diego, CA: Dominie Press
- Rüschhoff, B. (2000). *Construction of knowledge as the basis of foreign language learning*.
- Schneider, G. & P. Lenz, 2001 *European Language Portfolio: guide for developers*. Strasbourg: Council of Europe
- Scott, W. A. & Ytreberg, L. H. (1990). *Teaching English to children*. Longman Group UK Lmt.
- Smith, K. (1998a) *Portfolio as an alternative assessment practice in higher education*, in J. F. Forest (Ed.) *University Teaching, International Perspectives*. New York: Garland Publishing.
- Smith, K. and Tillema, H. (2001) *Long-term influences of portfolios on professional development*. *Scandinavian Journal of Educational Research* 45: (2), pp. 183-203. [informaworld]
- Smith, K. and Tillema, H. (2003) *Clarifying different types of portfolio use.. Assessment & Evaluation in Higher Education* 26: (6), pp. 625-648. [informaworld]
- Spiro, R. J., Feltovich, P. J., Jacobson, M. L., & Coulson, R. L. (1991). *Cognitive flexibility, constructivism, and pretext: Random access instruction for advanced knowledge acquisition and ill-structured domains*. *Educational Technology*, 31(5), 24-33.

- Tarouco, L. & Hack, L. *New tools for assessment in distance education* [online document]. Available online: <http://www.pgie.ufrgs.br/webfolioead/artigo1.html>
- The Turkish Online Journal of Educational Technology – TOJET July 2003 ISSN: 1303-6521 volume 2 (3) Article 219
- Trim, J, (1997). *Language learning for European Citizenship. Final report of the project group* (1989). Strasbourg: Council of Europe.
- Trim, J. (1997). *Modern languages: learning, teaching, assessment. A common European framework of reference*. Strasbourg: Council for Cultural Cooperation, Education Committee.
- Wangsatorntanakhun, J. A. (1997). *Designing performance assessments: challenges for three-story intellect* [online document]. *Teaching with internet*. Available online: <http://www.geocities.com/Athens/Parthenon/8658/>
- Winking, D. (1997). *Critical issue: Ensuring equity with alternative assessments* [online document]. NCREL (North Central Regional Educational Laboratory), Oak Brook: IL. Available online: <http://www.ncrel.org/sdrs/areas/methods/assment/as800.htm>
- Wolf, K., & Siu-Ruyan, Y. (1996). *Portfolio purposes and possibilities*. *Journal of Adolescent and Adult Literacy*, 40, 30-37.
- www.kaganonline.com/KaganClub/freearticles
- www.scbe.on.ca/mit/mi.htm
- www.teachersnetwork.org

APPENDICES

APPENDIX 1

QUESTIONNAIRE 1 (English Version)

Please rate how strongly you agree or disagree with each of the following statements by placing a tick in the appropriate box.

1. Strongly disagree

2. Disagree

3. Undecided

4. Agree

5. Strongly agree

1. The traditional assessment methods show what I can do in a foreign language.	1	2	3	4	5
2. I display my abilities in the traditional assessment methods.	1	2	3	4	5
3. The traditional assessment methods help me to see my mistakes and correct them.	1	2	3	4	5
4. The process of studying for the traditional assessment methods is beneficial for me.	1	2	3	4	5
5. The traditional assessment methods arouse my curiosity about the language learning.	1	2	3	4	5
6. I am eager to study for the traditional assessment methods.	1	2	3	4	5
7. I feel anxious while studying for the traditional assessment methods.	1	2	3	4	5
8. I like studying for the traditional assessment methods.	1	2	3	4	5
9. I am confident that I can handle with the traditional assessment methods.	1	2	3	4	5
10. I feel responsible for my own language learning process while the traditional assessment methods.	1	2	3	4	5
11. I can actively participate in my own language learning and the assessment process through the traditional assessment methods.					

APPENDIX 2

QUESTIONNAIRE 1 (Turkish Version)

Lütfen aşağıdaki kutulara işaret koyarak aşağıdaki her bir ifadeye ne kadar katılıp katılmadığınızı belirtin.

1. Kesinlikle katılmıyorum

2. Katılmıyorum

3. Kararsızım

4. Katılıyorum

5. Kesinlikle katılıyorum

1. Geleneksel değerlendirme yöntemleri bana yabancı dilde neler yapabildiğimi gösteriyor.	1	2	3	4	5
2. Geleneksel değerlendirme yöntemlerine çalışırken yeteneklerimi sergileyebiliyorum.	1	2	3	4	5
3. Geleneksel değerlendirme yöntemleri bana hatalarımı görme ve onları düzeltme konusunda yardımcı oluyor.	1	2	3	4	5
4. Geleneksel değerlendirme yöntemleriyle çalışma süreci benim için yararlı.	1	2	3	4	5
5. Geleneksel değerlendirme yöntemleri benim dil öğrenme merakımı artırıyor.	1	2	3	4	5
6. Geleneksel değerlendirme yöntemlerine hazırlanma konusunda istekliyim.	1	2	3	4	5
7. Geleneksel değerlendirme yöntemlerine çalışırken kendimi tedirgin hissediyorum.	1	2	3	4	5
8. Geleneksel değerlendirme yöntemlerine çalışmayı seviyorum.	1	2	3	4	5
9. Geleneksel değerlendirme yöntemleri konusunda kendime güveniyorum.	1	2	3	4	5
10. Geleneksel değerlendirme yöntemlerine hazırlarken kendimi öğrenme sürecimden sorumlu hissediyorum.	1	2	3	4	5
11. Geleneksel değerlendirme yöntemi sayesinde kendi dil öğrenme değerlendirme sürecime aktif bir şekilde katılabiliyorum.	1	2	3	4	5

APPENDIX 3

QUESTIONNAIRE 2 (English Version)

Please rate how strongly you agree or disagree with each of the following statements by placing a tick in the appropriate box.

1. Strongly disagree

2. Disagree

3. Undecided

4. Agree

5. Strongly agree

1. The MI activities through portfolios show what I can do in a foreign language.	1	2	3	4	5
2. I display my performance while preparing for the MI activities through portfolios.	1	2	3	4	5
3. The MI activities through portfolios help me to see my mistakes and correct them.	1	2	3	4	5
4. The process of preparing portfolios with the MI activities is beneficial for me.	1	2	3	4	5
5. The MI activities through portfolios arouse my curiosity about the language learning.	1	2	3	4	5
6. I am eager to study for the MI activities through portfolios.	1	2	3	4	5
7. I feel anxious while preparing for the MI activities through portfolios.	1	2	3	4	5
8. I like studying for the MI activities through portfolios.	1	2	3	4	5
9. I am confident that I can handle with the MI activities through portfolios.	1	2	3	4	5
10. I feel responsible for my own language learning process while preparing portfolios.	1	2	3	4	5
11. I can actively participate in my own language learning and the assessment process with the MI activities through portfolios.	1	2	3	4	5

APPENDIX 4

QUESTIONNAIRE 1 (Turkish Version)

Lütfen aşağıdaki kutulara işaret koyarak aşağıdaki her bir ifadeye ne kadar katılıp katılmadığınızı belirtin.

1. Kesinlikle katılmıyorum

2. Katılmıyorum

3. Kararsızım

4. Katılıyorum

5. Kesinlikle katılıyorum

1. Portfolyolar ve çoklu zeka aktiviteleri bana yabancı dilde neler yapabildiğimi gösteriyor.	1	2	3	4	5
2. Çoklu zeka aktivitelerinde ve portfollolarımı hazırlarken yeteneklerimi sergileyebiliyorum.	1	2	3	4	5
3. Portfolyolar bana hatalarımı görme ve onları düzeltme konusunda yardımcı oluyor.	1	2	3	4	5
4. Çoklu zeka kuramına göre portfolyo hazırlama süreci benim için yararlı.	1	2	3	4	5
5. Portfolyo yoluyla çoklu zeka kuramı aktiviteleri benim dil öğrenme merakımı artırıyor.	1	2	3	4	5
6. Çoklu zeka kuramı aktivitelerine katılma ve onlara uygun portfolyolar hazırlama konusunda istekliyim.	1	2	3	4	5
7. Portfolyo yoluyla çoklu zeka kuramı aktivitelerine hazırlarken kendimi tedirgin hissediyorum.	1	2	3	4	5
8. Portfolyo yoluyla çoklu zeka kuramı aktiviteleri için çalışmayı seviyorum.	1	2	3	4	5
9. Çoklu zeka kuramına göre portfolyolarımı hazırlama konusunda kendime güveniyorum.	1	2	3	4	5
10. Portfolyo yoluyla çoklu zeka kuramı aktivitelerine hazırlarken kendimi öğrenme sürecimden sorumlu hissediyorum.	1	2	3	4	5
11. Portfolyo yoluyla çoklu zeka kuramı aktiviteleri sayesinde kendi dil öğrenme değerlendirme sürecime aktif bir şekilde katılabiliyorum.	1	2	3	4	5

APPENDIX 5

FIELD-NOTES FORM

DATE	NOTES	REFLECTION

APPENDIX 6

FIELD-NOTES EXTRACTS

Extract 1:

Date: 19.01.2010

The topic of the day is "cartoon characters". At the very beginning of the class reading activity was done with the students. Some of them read the passages and but some of them who are not academically successful were drawing the cartoon characters instead of attending the reading activity. After the reading activity, true-false questions were answered. Some of the students seemed bored and they were staring at the clock on the wall".

Extract 2:

Date: 22.02.2010

Today is the the exam day. In the first hour, the students wanted to study for the exam. One of the student articulated that he do not want to attend the exam because he already knows that he will get 1 or 2 and will fail the exams. He said "I always get low marks, then there is no need to attend in the exam, you can directly give me a low mark".

Extract 3:

Date: 03.03.2010

Today the topic is likes and dislikes including favourite dishes. Before the beginning of the class, I hide the food cards in different places in the classroom. Then, I grouped the students, groups of four, and told them to find the hidden food cards so that we can form our imaginary garden. The best garden will get the prize. After a few minutes the class turned into a play ground and all of the students were involved in the activity, even the most naughty and lazy ones".

Extract 4:

Date: 20.03.2010

Today's topic is professionals and their tools. I entered the classroom with a police cap and a toy gun. The students really liked it and wondered what will be happen

next. I continued with the "who am I" activity to attract their attention. Nearly all of the students wanted to be a policeman because of their favourite series on TV. I think they love it".

INTERVIEWS EXTRACTS

Extract 5:

"I don't like school tests, because they are hard, I can not get high marks, just Sevgi, Saniye and Nurullah like them because they get the highest marks in the class. I do not want to study for them because I will be a footballer".

Extract 6:

I like my portfolio very much. I put my favourite works in it according to our activities in the classroom. Last week, my professional masks were chosen the best work in the classroom and we put them on the wall. Our teacher gave me colourful sticks and I showed them to my mum.

Extract 7:

"I like the new implementation because the lesson is very enjoyable. We sing songs, sometimes dance with our teachers and play games. Then we come together with our friends in their houses and prepare our portfolios according to the activities. Emine always helps me. I can do beautiful portfolios and my teacher likes them very much".