

RELATIONSHIPS AMONG LANGUAGE TESTS, PORTFOLIO, PARTICIPATION, ABSENCE AND LATER ACADEMIC ACHIEVEMENT AT HIGHER EDUCATION

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ABSTRACT

The value of using multiple means in assessment for decision making has been expressed for a long time. Different types of assessment have been proposed for a fair evaluation of student progress or achievement level. Even though undergraduate achievement in social sciences implies dependency on language proficiency, where medium instruction is a foreign language, it appears that it is more dependent on study habits, attendance, and language achievement scores rather than foreign language proficiency scores. Scores in language, portfolio, attendance and GPAs over three years of 1208 students who have been studying at different faculties have been analyzed to see the relationship between language test results, portfolios, attendance, gender, department and academic achievement in the undergraduate education. Portfolio, attendance and participation in prep school correlated with GPAs in an increasing trend and the predictive value of different means of language assessment on academic achievement with regard to faculties produced different results.

Key Words: Regression; foreign language; academic achievement.