



ISSN: 1738-1460

[Home](#)
[Asian EFL Conference](#)
[Conference Listings](#)
[Editorial Board](#)
[Hard Cover](#)
[Introduction](#)
[Special Editions](#)
[Submissions](#)
[Voices](#)

[Business Divisions](#)
[TESOL Franchise](#)

| [June 2009 home](#) | [PDF Full Journal](#) | | [SWE](#) |

Volume 11. Issue 2
 Article 6

Title

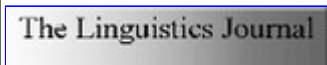
Promoting Self-assessment Strategies:
 An Electronic Portfolio Approach

Author

Shao-Ting Hung
*National Kaohsiung First University of Science and
 Technology, Taiwan*

Bio Data:

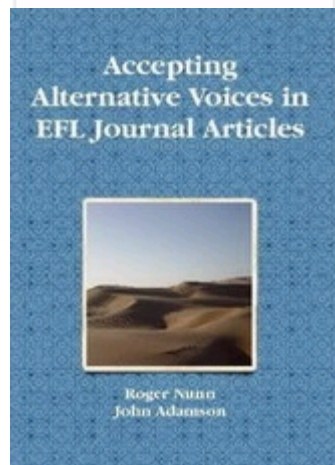
Shao-Ting Hung received his Ph.D. in Language Education from Indiana University, Bloomington, U.S.A. He is currently an assistant professor at National Kaohsiung First University of Science and Technology, Taiwan and also an adjunct instructor at Indiana University. His research interests lie in *Language Assessment, Computer-assisted Language Learning, and L2 Writing Pedagogy.*



[2009 Journals](#)
[2008 Journals](#)
[2007 Journals](#)
[2006 Journals](#)
[2005 Journals](#)
[2004 Journals](#)
[2003 Journals](#)
[2002 Journals](#)
[Advertising](#)
[Author Index](#)
[Book Reviews](#)
[Indexes](#)
[Institution Index](#)
[Interviews](#)
[Journal E-books](#)
[Key Word Index](#)
[Subject Index](#)
[Teaching Articles](#) **
[TESOL Certificate](#)
[Thesis](#)
[Top 20 articles](#)
[Video](#)

Abstract

Creating electronic portfolios is proposed as an effective means to facilitate language learning and writing in particular because it enables learners to monitor their own writing process and to put into practice a multitude of writing strategies. Among the strategies practiced, self-assessment, a key learning strategy for autonomous language learning, is the less explored one. As such, this study set out to investigate how self-assessment was utilized by two English as a Foreign Language (EFL) learners when they were writing in their electronic portfolios. The data were collected by virtue of the following instruments: a) semi-structured interviews, b) an open-ended questionnaire, c) a self-assessment checklist, d) learners' journals and e) essays. The collected data were coded into three categories—the learners' general English learning background, the learners' writing strategies, and the learners' self-assessment practices. The findings suggested that both EFL learners employed an array of writing strategies—cognitive strategy, memory strategy and metacognitive self-assessment strategy—to approach specific writing tasks. The results also revealed that compiling electronic portfolios promoted learners' self-assessment practice and thus encouraged self-directed language learning. However, the concern about the extent to which learners could be involved in grading process was raised due to unfamiliarity and traditional EFL teacher-student power relationship.





Key words: Self-assessment, Electronic Portfolio, Alternative Assessment, Language Learning Strategies



Part of the Time-Taylor Network

From a knowledge and respect of the past moving towards the English international language future.

Copyright © 1999-2009 Asian EFL Journal

| [Contact](#) | [Commercial](#) | [International](#) | [Publisher](#) | [Privacy Policy](#) | [Related Links](#) | [Site Map](#) |