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E- PORTFOLIO IMPLEMENTATION IN AN EFL SCHOOL: THE RELATIONSHIP BETWEEN STUDENT PERCEPTION AND THEIR LANGUAGE LEVELS

Abstract:

In English Language Teaching, portfolios are the most frequently preferred process assessment and evaluation method. Portfolios provide student - teacher cooperation, active learning, self-reflection on learning and self-evaluation. Thanks to fast- developing computer technologies and emergence of web sites that offer the service of creating, sending and storing portfolios on the Internet, e-portfolios have started to have their place in language schools, programs and syllabi. Studies generally support the e-portfolio implementation in language learning. However, employing e-portfolios without considering the opinions of language learners can lead to disputes between students and teachers.

Discussions are mostly based on the lack of technology readiness and language levels of students. The purpose of this study is to determine whether there is a relationship between the language levels of the students and their perceptions on e-portfolio implementation. 310 students, selected by stratified sampling method, participate in the study. The results of this study will make it possible to differentiate and calibrate the implementation according to the language levels of students.

Keywords:

ELT, assessment, e- portfolio

JEL Classification: I29